

DOCUMENT RESUME

ED 218 513

CE 033 172

AUTHOR Evans, Karen
TITLE Day Release--A Desk Study. The Nature, Aims and Quality of the Education and Training Undertaken by Young People Following Day Release Courses Leading to Recognised Qualifications. Project Report 2.
INSTITUTION Surrey Univ. (England).
SPONS AGENCY Further Education Curriculum Review and Development, London (England).
PUB DATE Jan 80
NOTE 199p.
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Adolescents; Adult Education; Continuing Education; Course Content; *Educational Attainment; Educational Policy; Educational Practices; Educational Trends; Futures (of Society); Job Skills; Literature Reviews; *Outcomes of Education; Postsecondary Education; *Program Development; *Program Effectiveness; Program Evaluation; Public Policy; *Released Time; Skill Development; *Student Educational Objectives; Work Experience
IDENTIFIERS *England

ABSTRACT

Since the post-war years the popularity of day release has grown to the extent that in 1977-78 approximately one-fifth of Britain's population of 16-18 year olds in employment were released by their employers to continue their education. Most of these youths are enrolled in non-advanced courses of general or vocational education up to the standard of General Compulsory Education or its equivalent, and they most frequently pursue commercial, technological, art, and agricultural courses. The day release mode is characterized by voluntarism and the separation of education and training. Since the beginnings of day release, government policy has been geared towards rationalizing the program into a national system. Despite this, there still exist inconsistencies in policy, especially with respect to principal examining and validating bodies. Among those directions towards which day release is progressing are the following: vocationalization, democratization, periodicity, egalitarianism, and deschooling. Review of the numerous studies evaluating day release indicates that while the system manifests serious deficiencies in its ability to cater to the socially and educationally disadvantaged, in student placement, and in linkage, it has generally been effective in meeting employers' needs for supporting and relevant training. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

PROJECT REPORT

DAY RELEASE — A WORK STUDY

The nature, aims and quality of the education and training undertaken by young people following day release courses leading to recognised qualifications.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Mansell

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

PROJECT REPORT

Day Release

—A Desk Study—

The nature, aims and quality of the education and training undertaken by young people following day release courses leading to recognised qualifications

Commissioned by F.E.U. from: Department of Adult Education,
University of Surrey.

Research Directors: Mr D.E.James

Mrs K.Evans "

Research Officer: Mrs K.Evans

January 1980

The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more coordinated and cohesive approach to curriculum development in FE by

- (1) reviewing the range of existing curricula and identifying overlap, duplication and deficiencies
- (2) determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected
- (3) carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and
- (4) disseminating information about the process of curriculum development in FE.

The publications in this series of Project Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. The views expressed are those of the authors and are not necessarily those of the Unit's Board of Management.

A limited number of extra copies of this report are available from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ. Tel: 01-952-2366 Ext 503.

January 1980

Geoffrey Melling
Director

ACKNOWLEDGEMENTS

The author wishes to express her thanks

- to David James, of the University of Surrey, Ron Johnson, of the Training Services Division, and Geoffrey Melling, of the Further Education Curriculum Review and Development Unit for their advice during the course of the project, and their comments on the initial draft
- to George Tolley, of Sheffield City Polytechnic, Eric Sudale and Philip Samuel of H.M. Inspectorate, for their thoughts and suggestions
- to Patricia Howe, of the University of Surrey, for her assistance in the collection of documentation and for typing of the manuscript
- and to the many others who have contributed their knowledge and experience in the support of this study.

Karen Evans

READERS' GUIDE

The report is divided into three main sections. These sections, while linked in progressive description and analysis of the subject of study, have also been designed to be capable of standing alone, in order to assist the reader wishing to read and use the report in separate parts rather than as a sequential whole.

The first section traces the growth and development of the day release system, with particular emphasis on the emergence, within their social and educational contexts, of those characteristics and issues which are of particular contemporary significance. It also describes the central features of provision in terms of the courses available, characteristics of the students who undertake them and the institutions within which they are based.

The second section is devoted to consideration of courses and curricula available under the day release mode. Influences on the curricula of the nature of the system itself are explored. Attention is also paid to the influences of national policy, to policies and practices of the examining and training bodies associated with the courses and curricula, and to the interplay of these external and internal influences in shaping the features of course provision and teaching and learning processes.

The third section considers the quality of day release. It investigates in detail, existing and available evidence of the strengths and weaknesses of provision under the day release mode. A possible model of criteria for assessing the effectiveness of day release is suggested. By placing this model in its social and educational context, some factors determining effectiveness of day release as a mode of continued education are identified.

Finally, the study indicates aspects requiring further examination, and proposes a number of priority areas for continued research.

<u>CONTENTS</u>	<u>PAGE</u>
INTRODUCTION	(i)
SECTION I. DAY RELEASE: ITS DEVELOPMENT AND PRACTICE	
Chapter 1 Historical Survey	1
Chapter 2 Students, Courses and Colleges	41
SECTION II. INFLUENCES ON COURSES AND THE CURRICULUM	55
Chapter 3 Influences of the Inherent Characteristics of the Day Release Mode	57
Chapter 4 Influences of Government Policy and Official Recommendations concerning the Curriculum	67
Chapter 5 Policies and Practices of the Principal Examining and Validating Bodies	92
Chapter 6 Policies and Practices of the Training Bodies	106
Chapter 7 Some Thoughts concerning Future Trends	114
SECTION III. DAY RELEASE: ITS EFFECTIVENESS AS AN EDUCATIONAL MODE	116
Chapter 8 An Analysis of Evaluative Studies	117
Chapter 9 Conclusions	149
Appendix A	158
Appendix B	160
References	161

INTRODUCTION

1. The day release system

'Day release' describes the system whereby employees are released, during the day, from their place of work in order to attend courses of further education.

Release is granted by employers on a voluntary basis, and employees receive normal pay during their period of absence.

The predominant model is that in which employees are released for college attendance on one day during each week. The model of release for full-time 'blocks' of attendance of several weeks duration at intervals throughout the year is an established and recognised alternative. Systems of release based on, for example, one half day per week or two days per week are also in operation, albeit on a limited scale.

Day release may be granted to employees of all ages. The majority of employees receiving day release, however, lie in the 16-19 age range, and it is the involvement of this target group with which this study is concerned.

In practice, release tends to be granted predominantly to those young people who are training for jobs requiring high levels of skill. The courses undertaken through the release mode are, correspondingly, primarily vocational in nature, and in most cases complement the young person's chosen occupation and training.

2. The context of the study

This study of day release has been initiated during a period of review and reorientation in the provisions for education of the 16-19 age group.

A series of factors have converged in the 1970's to bring 16-19 education to the centre of attention. Social and economic change of a structural nature has introduced new dimensions into the debate surrounding the systems of education and training appropriate to young adults, while new perceptions of the 16-19 age group as a generic group with characteristic educational needs, and of 16-19 education as a phase in 'education permanente' rather than as an extension of initial schooling, represent significant shifts in educational thinking.⁽¹⁾

The main thrusts of research activity in the 1970's have been concerned with:

- the young unemployed
- students in full-time post-compulsory education

in response to the pressing problems created at least partially, by the rapid increases in the size of both of these population groups

The education and training of the young adult at work is a field which has been neglected, in terms of research and development, both in the United Kingdom, and, more widely, throughout Europe.

The report of a European Workshop on research perspectives in the transition from school to work, organised under the auspices of the Council of Europe in July 1977 commented on the unpopularity of the field in this respect, observing that

'the lack of interest in the 16-19 year old at work contrasts strangely with the treatment meted out to his fellows studying full-time at school.'⁽²⁾

The recent joint consultative papers of the Department of Education and Science and the Department of Employment have served to highlight nationally those areas in the spectrum of 16-19 provision which are in need of particular attention.

That the part-time education of young people in employment is one such area which is in urgent need of exploration is clear.

It is in this context that this study of the nature, aims and quality of opportunities offered by the day release system, is set.

3. Aims and method

The study is based on the investigation of documentation relating to the nature, aims and quality of the education and training undertaken by further education students following day release courses leading to recognised qualifications.

The aim of the study has been the production of a synthesis of existing documentation, as a basis for the identification of some factors determining the effectiveness of day release as a system of post-school education for young people in employment, and as a foundation for future investigation and planning.

The study, undertaken over a period of five months, has entailed:

- (i) a selective search of documentation relating to the growth of the day release system, and the development of curricula offered within it
- (ii) an exhaustive search of published and unpublished evaluative studies of teaching and learning in day release courses

- (iii) visits to agencies and individuals involved in relevant research activity and/or planning and policy development.
- (iv) production of the report which follows. The structure of the report was determined in discussion with the Director of the Further Education Curriculum Review and Development Unit.

The study is concerned primarily with day release provision in England and Wales. It does consider, where appropriate, issues relating to provision which arises from studies and reports pertaining to other countries of the United Kingdom and Europe. It is concerned with courses undertaken under all forms of release by attendance at major establishments. It is not concerned with correspondence or similar courses for which release may be granted.

4. Definition of terms

- (i) The term day release is commonly used in two senses:
 - to indicate the system of release during the day for educational purposes. In this sense it incorporates block release
 - to indicate the mode in which release is taken on one day during each week.

The term will be used primarily in the first sense in this report. Where comparisons are being drawn between different modes of release, the term will be used in the second sense.

The sense in which the term is used will be indicated by the context.

- (ii) The term recognised qualifications signifies those qualifications normally recognised and accepted by employers and educators as providing reliable indications of competence.

5. Use of statistics

The statistics used in the text are drawn primarily from:

Statistics of Education, Volume 3, HMSO

DES report 94, December 1978: Non-advanced Further Education

At the time of writing, the most recently published statistics available were those for the year 1976/77. The author is grateful to the Department of Education and Science for allowing access to some statistical data pertaining to 1977/78 and 1978/79, the 1977/78 data being provisional and the 1978/79 data estimated.

Major breaks in comparability are indicated in the tables. Detailed notes concerning changes in the bases of data collection, etc., have been omitted. They may be found in the relevant HMSO publications. The unavailability of statistics in forms appropriate to the required analysis was a problem encountered frequently during the study. Where tables have been incorporated in this text, attempts have been made to select the available forms of data which are closest to those required for the textual analysis. Care should be taken, in interpretation of the statistics, to note the precise nature of the data under examination. Volume 3 of 'Statistics of Education' should be consulted for explanations of apparent discrepancies between tables.

Karen Evans
University of Surrey
September 1979

SECTION I

DAY RELEASE: ITS DEVELOPMENT AND PRACTICE

CHAPTER 1: AN HISTORICAL SURVEY

1.1 Introduction

In 1977/78, 251,700 * young people aged 16-18 were released by their employers to continue their education under the day-release system, in England and Wales. This 251,700 represented approximately one-fifth of the population of 16-18 year olds in employment.

The extent to which educational opportunity should be available to young people in employment and the basis on which it should be granted are issues which dominated the development of day release in its early stages, and which today remain surrounded by controversy.

In 1979, the goal of universal day release for young people in the early years of employment, first enunciated in the provisions of the Fisher Act of 1918, reinforced in the provisions of the 1944 Education Act and reiterated subsequently as an ideal in a host of government reports and other official publications, is far from being achieved. The goal of a universal right to day release, less demanding on resources and less objectionable to the opponents of compulsion, seems little nearer realisation.

This situation may be attributed at least partially, to two related factors:

- (i) During the post-war years proposals for the extension of day release have had to take their place alongside proposals for other pressing educational developments of equal importance, including the expansion of higher education and the raising of the school leaving age. The extension of day release has repeatedly taken a low position where priorities have been established.
- (ii) The day release system as presently constituted is based on partnership between education and industry. The differing goals and priorities of these sectors have been reflected in conflicting views concerning the nature of continued education for young people in employment. The resulting lack of clarity with which the purposes of day release are perceived has considerably weakened the case for its extension.

* provisional figures

While the extent of day release remains an important aspect of the debate surrounding the continued education of young people in employment, it can be argued that it has, to a large degree, been superseded as the dominant issue by a more fundamental questioning of the quality of the education and training received by young people following day release courses. The interplay of political, economic and social factors in the late 1970's which has served to focus attention again on the special educational and training needs of young people in employment has also necessitated a re-examination of the assumptions underpinning the development of day release, and an assessment of its effectiveness as a system of continued education under modern conditions.

The industrial training legislation of the 60's and 70's has served to highlight a third dimension in the development of day release which has fundamental significance for the determination of its future role: that of the distinction of, and relationships between, industrial training and further education. Prior to the development of the national training system, the further education sector was of central importance in providing opportunities incorporating training as well as educational elements for those in employment. The advent of training legislation has caused the further education sector to reappraise its role and its priorities both in respect of day release and its wider provision.

The three interrelated strands of extent, quality and relationship with training have, to a large degree, shaped the development of the day release system and the courses and curricula offered within it.

1.2 The emergence of the day release system

The day release system first became established on a national scale in the post-war years. The wide introduction of systematic recruitment and training in industry, particularly at craftsmen and technician level, ⁽¹⁾ together with the impetus given to the provision of education for young people in employment by the 1944 Education Act, ⁽²⁾ was reflected in a sudden and substantial increase in the numbers of young people receiving further education under the day release system.

The pattern of day release provision and opportunity which emerged had its roots in the long established tradition of post-school education which had afforded opportunities, albeit on a limited scale, for apprentices to attend Mechanics Institutes * during the day or, more usually, the evening, in order to receive technical instruction

related to their trade. Although considerably expanded, it retained many of the features which had characterised the earlier system. It was far removed from the model of provision and opportunity which had been advocated by government over a period of 40 years.

In the early 1900's, the ideal of universal continued education of young people in employment had gained official recognition and acceptance as a goal towards which a civilised society should aspire. This ideal formed the basis for a model of day release quite different both in concept and in practice from that already established, and that which ultimately underwent expansion in the post-war years.

The concept of 'day continuation education' for all young people was rapidly translated into a series of proposals for a national system of post-school education based on day continuation schools. The aims of such schools and their place in the educational system were outlined by Sir Michael Sadler in 1908.⁽³⁾ The schools were to prepare their pupils both for the duties of citizenship, and in the skills required for the 'breadwinning occupations'.

The 1909 Consultative Paper of the Board of Education adopted these principles, observing that

'certain branches of machine production are being so organised as to make profitable the employment of boy and girl labour in processes, which, while demanding some intelligence and previous school training, are in themselves non-educative and deadening to the mind ...'

'organised efforts are needed to counteract the hurtful effects of these new economic developments.'⁽⁴⁾

The paper presented a series of recommendations for day continuation education, later to be strengthened in the proposals of the Lewis Report (1917),⁽⁵⁾ and incorporated in the Education Act of 1918.

The 1918 Act laid on local authorities the duty to provide day continuation schools, and gave them the power to impose compulsory release and compulsory attendance on young people aged under 17.⁽⁶⁾ These measures failed to produce the national system envisaged for a variety of reasons.

Firstly, there was no compulsion on the authorities to use the power given to them by the Act, and many chose not to use it.

Secondly, the schools which were opened were inadequate in terms of facilities and staff and proved unpopular with employers, who showed reluctance to release their employees.

Thirdly, and most significantly, the economic depression of the 20's resulted in a substantial reduction of resources available for the programme, which was eventually postponed for an indefinite period. (7)

However, some of the authorities decided to proceed with those programmes which had already been implemented, * thereby affording opportunities for education on the day continuation model to a small proportion of the nation's young workers. In addition, several firms eg. Cadbury's, Rowntrees, etc., continued on a voluntary basis to establish and run continuation schools for their own use, and, in some cases, for the use of the community.

Nevertheless, the number of young people receiving continued day time education more than halved between 1921 and 1938.

During the closing years of the 1939-45 War the principles underpinning the provisions of the 1918 Act in respect of the education of young people outside the full-time educational systems were examined and upheld. The 1944 Act (8) had the clear intention of strengthening the provisions of the 1918 Act, by making them compulsory on all parties involved. The provisions can be summarised as follows:

- (i) County Colleges were to be provided by the local authorities. These were to be '... centres approved by the Minister for providing for young persons who are not in full-time attendance at any school or other educational institution such further education, including physical, practical and vocational training, as will enable them to develop their various aptitudes and capacities and will prepare them for the responsibilities of citizenship.' (9)
- (ii) Young persons under 18 years were to be directed to attend a County College for the equivalent of one day week.
- (iii) Employers were to be directed to release their young employees for the specified times.
- (iv) A timetable for implementation was to be drawn up in four stages by Ministers. A specified time limit was placed on the first stage, within which the date of commencement of the duty of local authorities was to be defined-

* Rugby, for example, proceeded with a scheme of day continuation education which was made compulsory under the terms of the 1918 Act.

The first stage was duly implemented. The date on which the duty of local authorities in respect of the Act came into effect was 1st April 1947. This was notified to the authorities in Circular 139,⁽¹⁰⁾ which called for the submission of plans for development from the authorities. Its closing words, however, were not encouraging:

'(the Order in Council of 10th March, 1947) has no reference to a possible date for the completion of the provision for County Colleges, as to which no reliable forecast can be made in present circumstances, nor to the date on which a duty to attend County Colleges is likely to be imposed under the terms of Section 44 of the Education Act 1944'.⁽¹¹⁾

R.A. Butler, Minister of Education, aware that the provisions of the 1944 Act were likely to share the fate of those of the 1918 Act, appealed to industry, through a BACIE conference held in 1949, to try to make universal, by its voluntary effort, the release of young people between 15 and 18, saying,

'We cannot fail in this matter twice in forty years if we sit and let this matter drift, no education reformer in the country will be able to lift up his head in the future.'⁽¹²⁾

However, no target date for the completion of the County College programme or for the achievement of universal day-time education for young people under 18 years of age was fixed. The justification given for the postponement was the unavailability of the resources of buildings, manpower and finance necessary for its implementation.

Proponents of universal day release, which included the TUC and teachers' associations, were bitterly disappointed, anticipating that the 'postponement' of the plans would not be a short-term one. Their fears were justified. No government since that time has found itself both willing and able to propose a target date.

Section 44 of the Act therefore remains unfulfilled.

The proposals of the 1918 and 1944 Acts in respect of part-time day education for 15-18 year olds had attracted wide public discussion. While the fundamental principle of the responsibility of a society to provide for the continued education of all its young people was generally supported, the purpose of such education for those in employment was a matter surrounded by controversy.

Employers' organisations tended, on the whole, to see the purpose of continued education in strictly vocational terms, while the TUC strongly and insistently promoted the view that the central purpose of continued education, if time available was limited to one day a week, should be to help young people to lead fuller and happier lives, and should therefore be directed towards general education.⁽¹³⁾

Many other groups supported the view that continued education should serve both vocational and non-vocational purposes, claiming that for young people in employment, their job was a central concern in their lives; and continued education which ignored or failed to relate to it in some way was likely to be regarded as irrelevant by the recipients.

This was the view adopted by the Ministry of Education. It was embodied in the 1944 Act and was subsequently expanded and clarified in Pamphlets No.3⁽¹⁴⁾ and No.8⁽¹⁵⁾ produced for the guidance of local authorities in matters relating, respectively, to the nature of the curriculum which was to be introduced in the proposed County Colleges and to the local organisation of further education. The implications of these documents for the development of the curriculum in day release courses will be discussed in Chapter 2.

1.3 The growth of technical education

Despite the postponement of implementation of the plans for universal day-time education of the 15-18's, the increasing demand for day release courses, which had begun immediately after the war, continued. The preparations which had been initiated after the Act had served to stimulate voluntary effort in day release. In particular, the Civil Service had decided to act on the recommendations of the Assheton Committee,⁽¹⁶⁾ to the effect that it should, as an employer, take a lead in granting release to all its employees under 18 years of age.

The Technical Colleges became full to overflowing with young people who had been released by their employers for further education. The vast majority were released because of their need for vocational education and were therefore following technical and commercial courses.

The demand was further swelled by the inflow of substantial numbers of young civil servants. Many of these young people required courses of a general rather than strictly vocational nature. Their arrival provided a challenge to the further education providers, and gave some stimulus to the development of expertise in the further education sector in dealing with non-traditional types of students.

The demand for technical courses designed for those young people in occupations requiring extensive vocational training; however, far outweighed the demand for general courses, or for courses designed for the semi-skilled or unskilled. (17)

When at last more resources did become available it was technical education which took priority. In 1956 the White Paper 'Technical Education',*(18) outlined the government's plans for the Technical Colleges of England and Wales. Again, issues of the quantity of educational opportunity were predominant. Expressing the concern that the present education systems were inadequate to meet the rising demand for scientific and technological manpower, the White Paper proposed, inter alia:

- (i) to put into effect a 5-year plan designed to increase by one-half the output of students from advanced courses and to double the numbers released from employment for part-time day courses.
- (ii) an expansion of advanced provision in colleges of further education, combined with an expansion of sandwich arrangements for courses leading to advanced technological qualifications, having noted the strain on students resulting from attempts to reach high qualifications by evening work or day-time release.
- (iii) the establishment of 'Colleges of Advanced Technology' which would concentrate on advanced work.
- (iv) the expansion of provision for technicians, and greater attention to the needs of craftsmen.

The report proposed that the terms of apprenticeship and education be adjusted to suit changing needs, and that rigidities of the day release system, such as withdrawal of release at the age of 18 rather than on course completion, be removed.

The report also gave some attention to the problem of the low involvement of young women in day release provision. The differential between male and female involvement has characterised the day release system throughout its history. It can be explained in terms of:

* Technical education was defined loosely as 'going beyond the study of materials and mechanics' to accounting and commercial skills of all kinds.

- (i) employers' attitudes. There is evidence that the release of young women for continued education is not regarded as a worthwhile investment by many employers, who expect the majority of their young female employees to marry, have families and leave.
- (ii) the nature of their occupations. Many young women are employed as operatives or as clerical/office workers. Training and day release in both these fields tends to lag behind that in technical fields.
- (iii) attitudes of the young women employees themselves, who often see little point in continuing their education, and have little ambition in their employment.

The 1956 report noted this differential, and recommended a 'change of outlook' towards the value and benefits of further education for young women.

The report observed that its plans for the expansion of day release depended for their success on the support of the families and employers of young people. The proposals were accompanied by exhortations to employers to take their responsibilities in respect of further education, very seriously:

'It is the attitude of individual firms to further education which will count most. The Government hope all employers will consider every young worker as someone who still has to find his or her feet in the world and for whose education and character the employer bears a responsibility second only to that of parents.' (19)

The £70m. programme was almost completely implemented, and the number of young people receiving day release continued to increase in absolute terms and as a percentage of young people in employment.*

The target of 'doubling' the number of young people released was however far from achieved; the voluntary principle of encouragement rather than compulsion which had characterised the growth of day release up to that time failed to meet the targets set. The total numbers released from employment to follow part-time day courses increased from 383,800 (1955/6) to 493,800 (1961/2).

* The population of young people in the relevant age groups was increasing rapidly at this time.

While substantial increases in the quantity of day release were proving difficult to achieve, the expansion which had taken place was sufficiently great to draw attention to a pressing need for rationalisation of the courses available within the system.

In 1961, in recognition of this need, a second White Paper 'Better Opportunities in Technical Education'⁽²⁰⁾ was introduced. It proposed changes which had four purposes:

- (i) to broaden the education received by the students and to provide the maximum continuity between education at school and technical college.
- (ii) to adapt the system more closely to the needs of industry and in particular meet the urgent need to make more and better provision for technicians.
- (iii) to increase the variety of courses available to students according to their aptitudes and the careers they wish to follow.
- (iv) to reduce substantially the wastage which occurs owing to the failure of so many students to complete their course successfully.

As well as proposing a new pattern of courses for young people training as craftsmen and technicians, the report recommended a massive expansion in educational provision for operatives, most of whom were receiving little training, with no opportunity for education.

Following the recommendations of the recently published ITC document on the training of non-apprentices,⁽²¹⁾ it further suggested that those who did not need very much specifically vocational training would be 'better fitted for industrial life' if opportunities were made available to them to undertake courses of a more general character.

The two White Papers established a framework for technical education, which was to determine its development in terms both of structure and direction, for the next decade.

The White Paper of 1956 stimulated growth and rationalisation in the commercial, agricultural and art and design fields, too.

In 1959, the McMeeking report of NACEIC,⁽²²⁾ in reviewing provision for commercial education at or above the level of ONC, proposed a greater development of apprenticeship in commerce, and an expansion of the very limited numbers of young people receiving day release to more than double the 1956/7 figure, by 1964. Its extensive recommendations served to shape the pattern of courses in commercial education for the

Similarly, the de la Warr report of 1958⁽²³⁾ drew attention to the small number of day release students in agriculture,* and recommended the extension of day release provision at all levels, together with the development of courses leading to examinations of recognised standing. This report, combined with that of the Lampard-Vachell Committee,⁽²⁴⁾ formed the basis for the comprehensive programme of courses in agricultural education now available.

In 1960 and 1962, respectively, the first two reports of the Coldstream Committee on art education were published. The 1960 report,⁽²⁵⁾ although largely concerned with the education of artists and designers, also pinpointed the growing involvement of skilled craftsmen, and other levels of workers in occupations with design aspects (e.g. printing, bookbinding, etc.), and stressed the need for inclusion of full-time and part-time courses of a strictly vocational type in the range of art and design provision. The 1962 report⁽²⁶⁾ reinforced this recommendation in proposing closer relationships between colleges and industry, and the extension of day release and sandwich courses in art and design. The implementation of the proposals introduced a new dimension into the pattern of vocational provision.

The period of the late 50's and early 60's was, therefore, a time of consolidation and rationalisation of the vocational education system.

In the sphere of non-advanced vocational provision, the period was characterised by the emergence of a strong thrust towards the further expansion of day release as a route towards vocational qualification.

1.4 Developments in Industrial Training

Meanwhile, the extent and quality of the training which was being undertaken within industry, and its relationship with the future economic strength of the nation was being reviewed. The Carr Committee was appointed by the Minister of Labour in 1956. Its terms of reference were:

'to consider the arrangements for the training of young workers in industry with particular reference to the inadequacy of the intake into apprenticeship or other forms of training, in the light of the expected increase in the number of persons entering employment, and the need to ensure an adequate supply of trained workers for future needs.'⁽²⁷⁾

* Less than 10% of young people aged 15-17 entering agriculture

The review produced evidence of poor quality and inadequate quantity in training provision. The recommendations of the Committee's report centred largely on the remedial action which should be taken in order to improve and expand industrial training nationally.

The contribution and role of the further education sector had been considered carefully. The report reaffirmed

- the voluntary principle in day release
- the division of responsibility between government and industry
- the differing requirements of vocational education and training.

and expressed the hope that the increase in numbers of young people being released for further education would continue. It observed, further, that the apprenticeship period formed part of 'a single educational process' which required the closest cooperation between industry and those responsible for the conduct of further education'.⁽²⁸⁾

The measures designed to produce the extension and improvement of training recommended by the Carr Report, including the establishment of an Industrial Training Council, were rapidly implemented. The measures were, however, of limited success and attracted considerable criticism.

The Carr Report had, however, played an important role in focussing attention on the need for a fundamental reappraisal of the effectiveness of the vocational education and training systems and the relationship between them, thereby raising issues which were to be of considerable importance in the forthcoming years.

In the years following the Carr Report, the failure of the measures which had been introduced were attributed to lack of compulsion on firms to undertake or secure training for their employees. Pressures for the introduction of compulsory measures mounted, and by 1962, the principle had been accepted by the Government, which introduced its White Paper 'Industrial Training'.⁽²⁹⁾ This White Paper paved the way towards the 1964 Industrial Training Act which was to revolutionise the whole field of vocational training, and influence considerably the provisions of further education.

1.5 Revival of the day release debate: the Crowther and Henniker-Heaton reports

The expansion of day release in the 1950's for students in occupations requiring associated vocational studies, was far removed from that envisaged in the provisions of the 1918 and 1944 Acts.

The longstanding debate surrounding the fundamental purposes of day release, and the young people to whom it should be made available, was revived by the publication of two government reports in the late 50's/early 60's.

The Central Advisory Council in 1956 was asked to review and report on provision for the education of 15-18 year olds, in relation to the changing social and industrial needs both of society and the individual.

In this context the committee paid particular attention to

- the extent and effectiveness of provision for part-time education
- the needs of 'the majority without education'.

The findings of the committee in these fields prompted the formulation of far-reaching recommendations, which appeared in the 1959 'Crowther' Report.⁽³⁰⁾ The committee was firmly convinced of the need to extend day release opportunities. It reiterated many of the arguments previously used in support of day release, claiming that society has a responsibility both to guide all its young people towards maturity and social integration, and to provide opportunities for young people to qualify for skilled jobs and for promotion within their jobs.

To discharge both of these responsibilities through the educational system was in the national interest, as well as in the interests of the young people, it suggested.

Having considered, and rejected as impracticable, the possibilities in the short-term of turning the privilege of day release into a universal right for young people at work, it went on to propose a plan for extension of day release.

In the short term, the committee suggested three directions in which day release should be extended, on a voluntary basis:

- by a horizontal extension, increasing the volume of day release for apprentices by making it as nearly universal as possible in industries where it was already common practice, and encouraging other industries to follow this example.
- by a vertical extension to the 'lower levels of industry'.
- by an extension to far greater numbers of girls.

In the long term, however, the committee was firmly convinced that compulsion must be introduced. It claimed that while it was possible that universal release would be achieved for boys in skilled occupations, it was unlikely ever to be achieved for the less skilled and for girls if it was left to the voluntary effort of industry.

In fact the committee recommended that a date for compulsory introduction be announced immediately, claiming that 'one reason why day release has not expanded to take in many semi-skilled and unskilled workers is to be found in the widespread belief that the County College clauses of the Act of 1944 are as dead as the corresponding clauses of the Act of 1918.'⁽³¹⁾

The report claimed that if it were made clear that the County College plans were still part of national policy the impetus for voluntary release would be provided. It recommended that the Minister reaffirm publicly his intention to implement, at the earliest possible date, the provision of compulsory part-time education for all young people aged 16 and 17 not in full-time education.

The committee considered that the phased introduction of compulsory attendance at County Colleges should be implemented after the raising of the school leaving age, which it considered to be a first priority.

The Crowther Committee did not confine its recommendations to the extent of day release, however. Turning its attention to a range of previously ignored questions concerning the quality of provision, it revealed a multitude of inadequacies in the existing 'part-time' route. In particular, it served to highlight the weaknesses of the system in terms of wastage and inappropriate limitations on time.

While advocating an expansion of the volume of day release for those in skilled occupations, as a short-term measure, it pointed, in making its recommendations, to the need for development in the long term of an 'alternative route' which overcame the drawbacks of the current part-time system. In the interim, it proposed that all courses at technician level should be taken on a sandwich basis, and that as far as possible block release should replace release on one day a week at craft level.⁽³²⁾

The Crowther report did not explore in detail the relationship between further education and training. It did, however, in making its proposals, carefully acknowledge the Carr report which had been published just a few months before. Making the point that the committee had not considered it appropriate to consider the industrial aspects of this relationship, it went on to suggest that care should be taken in introducing changes within the further education system under the present voluntary arrangements.

'Those who approved the system from the side of education and wish to suggest some changes in it, should take particular care lest in doing so they diminish its value to industry - if for no other reason than because a voluntary system of further education that had no appeal to industry could not rely on part-time day release for so many of its students.'⁽³³⁾

The strength of the Crowther proposals lay in their integration, and therefore compatibility, with desired developments elsewhere in the educational system.

The recommendations proved influential; they served at once to bring the question of the extension of day release once again to the forefront of educational debate and to introduce into that debate hitherto neglected issues of effectiveness. They were on the whole, welcomed and supported by educationists.

The government, again unable to see the way for a commitment to be made to make day release compulsory within a specified time, yet under pressure to take some action following the publication of the recommendations, set up a committee under the chairmanship of C. Henniker-Heaton, Chairman of the Education and Training Committee of B.E.F. The committee's terms of reference were centred primarily on issues of extent:

'to report on what steps should be taken to bring about the maximum practicable increases in the granting of release from employment to enable young persons under the age of 18 to attend technical and other courses of further education.'⁽³⁴⁾

Prior to the establishment of the committee, consultations and investigations undertaken by the Ministry of Education, involving both industrial and educational interests, had produced unanimous agreement that there was 'a serious numerical shortfall' in day release in industry and commerce as a whole, which ought to be remedied. It had, simultaneously, produced agreement that neither compulsion in day release nor the right to claim release could be granted at that time without holding back the prospects for other urgent educational developments.⁽³⁵⁾

One of these developments was of course the expansion of higher education, following the recommendations of the Robbins Committee.⁽³⁶⁾ The committee was empowered, therefore, only to look at ways in which a substantial increase in the amount of day release granted might be achieved within the existing voluntary system and within strictly limited resources.

The limitations led the committee to consider the extension of day release in terms of priority target groups. In its analysis of the state of day release obtaining at the time of their investigation, the committee noted the disparity between different sectors in industry, in the percentage of young people released. In particular, it noted the low percentage in distributive and the insurance, banking and finance sectors. It also noted, as had the Crowther Committee, the poor position of girls. These inequalities were given attention in the recommendations of the committee's report. (37)

Its main recommendations can be summarised as follows:

- (i) A national target of an additional 50,000 young people per year obtaining release from employment should be set over a five-year period.

This would achieve, approximately, a doubling of the numbers receiving release at the time of the report. The target, it was claimed, was calculated on the basis of costings which were detailed in the report, and was considered to be within the boundaries of practicability which had been defined.

- (ii) Priority should be given to extension of release for young people being trained in occupations requiring knowledge and skills with which the courses of further education are associated.

The committee commented that, in making this recommendation, it had considered the direct effect on increasing productivity and strengthening the national economy which the extension of further education for this group would bring. It recommended that a special effort should be made in respect of young people following vocational courses through evening classes. These young people, it was felt, had demonstrated their initiative and interest by enrolling for evening courses and priority should be given to obtaining release for them.

Although not specified as a priority group, the report did comment that the needs of those in jobs not requiring specific vocational education should not be neglected. The committee had noted a lack of confidence in the aims and methods of courses provided for this group. It therefore recommended that the colleges should give particular attention to the development of appropriate courses. It also recommended that employers should give consideration to the educational needs of all their young employees, and take steps to record and monitor their progress with particular regard to further education.

The Henniker-Heaton Report had, therefore, within the limited scope granted to it, constructed a specific set of priorities and a specific target for the extension of day release. It took the opportunity, however, of expressing its 'unanimous opinion' that all young people should be enabled to continue their education on at least a part-time basis up to the age of 18, and stressing that the recommendations it had produced were 'conditioned by current limitations'.⁽³⁸⁾ So the committee had done its job. It had failed, however, to undertake any analysis of the reasons for failure of voluntarism in the past; an aspect which had been carefully considered in both the Oakley Report⁽³⁹⁾ and Oldfield Davies Report⁽⁴⁰⁾ in their recommendations.

The report was not well received by teachers' and employers' associations. Among those bodies which produced commentaries on the report, perhaps the most critical came from the Association of Teachers in Technical Institutions and from the National Federation of Professional Workers.

The Association of Teachers in Technical Institutions firstly did not accept the basic premise that insufficient resources were available to grant the right to day release, and regarded the recommendations as representing a failure of society to face its responsibilities to the rising generation; a failure, the commentary claimed, which would result in a lowering of the human, social and economic potential of the country.⁽⁴¹⁾

Its specific comments on the major recommendations concerned:

- the necessity of approaches to employers on a comprehensive and national scale, if the expansion of release envisaged was to be achieved
- the importance of preparation of resources, both in terms of accommodation and the training of teaching staff
- a rejection of the proposal to concentrate effort on those training in occupations requiring skills, on the basis that this results in loss of the potential of many able young people who have no access to training, and whose need of education is therefore correspondingly greater.

The commentary, although generally critical, gave its qualified support to some of the less contentious proposals.

The National Federation of Professional Workers echoed many of the criticisms of the ATTI; in particular it claimed that voluntarism was 'foredoomed to failure'.⁽⁴²⁾ It felt that the Henniker-Heaton Committee had failed to pay attention to the problems of clerical workers, for whom it claimed an increase in day release under the

voluntary system had no prospect of success. It claimed that of the 151,000 young employees taking evening-only vocational courses, 89,500 were clerical workers. The majority of these were girls. It considered that the recommendations of the Henniker-Heaton Committee that specific approaches be made to employers in respect of release for employees taking evening-only courses would have little impact, since the approaches would be made to precisely those employers who were least inclined to grant release. It also felt that the target set was far too low. On the basis of its own costings it estimated that with only an additional 4% increase in resources allocated to day release, a sufficient level of release could be achieved by 1970 such that the granting of a universal right to release would become simply a 'rounding off' operation in the 1970's. The Henniker-Heaton target, it claimed, would only result in a further postponement in the 1970's.

It also criticised the Henniker-Heaton Committee's decision not to proceed with the introduction of the right to day release on a selective basis. It claimed that the committee, which had considered and rejected the selection of particular age groups or geographical areas, had failed to consider all the possibilities presented by a selective approach. It argued that selection by industry or occupation would have been possible, and would have served to produce an improvement in those industries in which voluntary methods had failed.

It did, however, welcome some of the committee's proposals, in particular the broadened terms in which it had defined vocational education, its encouragement of developmental work in courses for young people receiving little education and training, and its emphasis on the needs of girls.

However, attention had, to an extent, been drawn away from the proposals of the Henniker-Heaton report by the passage several months before its publication, of the Industrial Training Act 1964.

The Industrial Training Act⁽⁴³⁾ introduced measures which had fundamental and far-reaching implications for the education and training of young people in employment, which extended far beyond the issues of the day release debate.

It was seen by many proponents of expanded educational opportunities for young people in employment as at last providing an opportunity for achievement of their aims for the introduction of universal day release.

1.6 The Industrial Training Act and after

The proposals of the White Paper of 1962 outlined the establishment of a national training system. They were described as revolutionary. The importance of an adequate supply of trained labour for national and economic strength was the argument underlying the document, which reiterated the seriousness of the inadequacies and variation in standards and extent of training which had earlier been revealed by the Carr Committee's investigations. It stated that:

'The Government has decided that the time has come to strengthen and improve the existing partnership between industry, the Government and the education authorities in the provision of industrial training.'⁽⁴⁴⁾

The emphasis on partnership was fundamental to the government's strategy. Since the time of the Carr Report the government had been adamant that responsibility for education and training should 'remain' separate.⁽⁴⁵⁾ Despite the substantial involvement of the Further Education sector in provision which was essentially 'training' in the terms adopted by the government, the decision that the national training system should be independent of the further education sector was taken with relatively little discussion of the alternative (46). A number of reasons may be suggested for this:

- the reduced charge on public resources of a system for which industry is partially responsible
- inflexibility of resources in the further education sector
- preference for a sector-based rather than geographically-based system of provision.

The central proposal of the 1962 paper was that the Minister of Labour be given statutory powers to set up Boards responsible for training in individual industries; the Boards themselves would be empowered to raise a levy from all firms in their industries and pay grants to firms in respect of training activities. The objectives of the proposal were

- (i) to enable decisions on the scale of training to be better related to economic needs and technological developments.
- (ii) to improve the overall quality of industrial training and to establish minimum standards.
- (iii) to enable the cost to be more fairly spread.⁽⁴⁷⁾

The proposals were widely welcomed. The TUC, FBI and BEC gave their support and the proposals received unopposed approval in the House of Commons.

The Industrial Training Bill embodying these proposals was introduced in 1963, receiving Royal Assent in 1964. The main provisions of the Act:

- (i) empowered the Minister of Labour to set up industrial training boards as proposed in the White Paper.

The boards had a duty

- to secure the provision of training courses or facilities necessary for training of employees in its industry
- to make recommendations with regard to the nature, length and standard of training for occupations in the industry.

They were empowered

- to approve training courses provided by other persons
- to devise and apply training tests both for trainees and instructors
- to undertake research
- to make grants or loans to persons providing courses approved by the board.

It further required boards to impose a levy on employers in their industries. The levy was to be defined by an order by the Minister.⁽⁴⁸⁾

- (ii) required the establishment of a Central Training Council, representative of employers, trades unions, nationalised industries and Industrial Training Boards.⁽⁴⁹⁾ The Central Training Council, superseding the Industrial Training Council, was to 'advise the Minister on the exercise of his functions under the Act, and on any other matters relating to industrial or commercial training which he may refer to it'.⁽⁵⁰⁾

In respect of further education, a requirement of the Act was that Industrial Training Boards should recommend the courses of further education to be pursued in association with industrial training. Educational interests were to have substantial representation on the boards. The nature of the relationship between the training and associated further education was not described in the Act. Neither was the specific issue of which trainees should receive release for further education, and in what form.

The question of compulsory release had been considered during the committee stage of the Bill. The motion that provision for compulsory release be included in the provisions of the Act had been defeated by a substantial majority. It was decided that any decision on release should await the recommendations of the Henniker-Heaton Report.⁽⁵¹⁾

Immediate reactions to the Act, and its potential effects on further education, were mixed. Many in the further education service were disturbed by the implications of a system of education and training in which the finance and responsibility for the two components was divided; they were particularly concerned that the system would place the initiative for further education with industry, rather than with the education services. This view was articulated by E. Venables, who saw this system as preserving the essence of voluntarism, and thereby perpetuating the role of further education as the handmaiden of industry.⁽⁵²⁾ This was a role which was entirely inappropriate in her view and in the view of many other educationalists. There was, on the other hand, concern that the existing role of further education might be pre-empted and distorted by the work of the boards.⁽⁵³⁾

In contrast, the measures were enthusiastically welcomed in some quarters of the further education system, by those who saw in them the potential for achievement of massive increases in release of young employees. The Henniker-Heaton Report had, in its recommendations, welcomed the Act, stating that:

'all Industrial Training Boards, in drawing up their recommendations for training and associated further education, should pay the greatest attention to release from employment for further education, which, in appropriate cases should be a requirement.'⁽⁵⁴⁾

The Association of Teachers in Technical Institutions in their commentary⁽⁵⁵⁾ had also welcomed the Act, reiterating the Henniker-Heaton recommendation.

The two areas in which the Act lacked clarity were quickly dealt with. In relation to the definition of trainees who were to be released for further education, the Minister of Labour in 1965 announced in Parliament that he would normally not approve boards' proposals unless they made it a condition for payment of training grant that employers granted day release to all young people who were undertaking 'substantial' training. Substantial training was defined as training lasting for a year or longer.⁽⁵⁶⁾

In connection with the nature of the relationship between further education and training, the Central Training Council gave this matter its particular attention and produced two memoranda on the subject in 1965 and 1966.

The first, Memorandum No.1 'Industrial Training and Further Education' sought to clarify the purposes of further education, and the distinction between further education and training.⁽⁵⁷⁾

The purposes of further education, the memorandum stated, were fourfold:

- to provide knowledge and appreciation of techniques necessary to enable the trainee to do his job.
- to inculcate a broad understanding of relevant science and technology
- to widen the trainee's understanding of the society in which he lives and the development of his personality
- to prepare suitable trainees for more advanced study leading to more highly skilled work.

The memorandum stressed strongly that the effective integration of technical education with systematic instruction in the basic skills and practical experience should be a main objective for industry and the education service under the Act.

It made the point, that, far from creating a distinction between education and training, as some had claimed, the Act had simply recognised and formalised the already existing arrangement whereby training was provided by industry and further education by the education services. In fact it went as far as to claim that the effect of the Act was to bring together, rather than separate, education and training, claiming that for the first time the close association between them had been given statutory recognition.

The second Memorandum, No.4, 1966 'Industrial Training and Further Education - a Further Statement', addressed itself to the practical problems of integrating training and education at technician, craft and operative levels.⁽⁵⁸⁾

The memorandum recommended variation, flexibility and phasing in education and training in order to meet needs of different ability levels and different situations, and the extension of first year full-time integrated courses as a means of overcoming some of the difficulties of keeping training in step with college courses.

The issue of links between training boards and examining bodies, particularly in connection with the introduction of skills testing, was also raised in the memorandum. Industrial representation on examining

bodies was recommended, as was close liaison between the Boards and examining bodies in drawing up training and education recommendations. This recommendation was eventually formalised in DES Administrative Memorandum 25/67 'The Joint Planning of Industrial Training and Further Education'. The memorandum announced that the City and Guilds of London Institute and the six Regional Examining Bodies in England and Wales had 'agreed arrangements for concerted action in cases where training boards recommend new or revised courses of further education in the field of craft or other courses within their scope'.⁽⁵⁹⁾ The hope was expressed that under these arrangements the possibilities of delay in consideration of programmes of education and training would be minimised, while the appropriate level of consultation was maintained.

The implementation of the Act, combined with the recommendations of the Henniker-Heaton Report, was expected to produce a rapid expansion in day release in the late 60's and 70's. The colleges in many cases, prepared themselves for a substantially increased intake.

Table 1.7 shows the actual pattern of development. Between 1966 and 1971 the numbers released in the 16-18 age group decreased from 366,861 to 316,974, and with one or two interruptions the decrease continued to 249,534 by 1976. In the 19-20 age group the numbers decreased from 144,572 to 123,961 between 1966 and 1971; they increased to 124,932 in 1976. It will be noted that the estimated and provisional statistics for 1977-1978, 1978-1979 are indicating some increases in the numbers receiving release.

A number of reasons for the sharp decrease have been put forward.

- (i) trends in the size of the population of young people in employment.

The numbers of young people in employment have decreased substantially during the period in question. The decline may be explained in terms of

- a demographic trend towards smaller populations in the age groups in question in the 60's and early 70's
- cutback in levels of recruitment by firms in a climate of economic recession
- increases in the proportions of the age group remaining in full-time post-compulsory education (Table 1.7).

It will be noted (Table 1.6) that despite the sharp decline in the numbers receiving release, the proportion of young people in employment has remained almost constant.

- (ii) the continuing reluctance of employers to release trainees.

The traditional reluctance among the majority of employers to release those not involved in substantial training, particularly girls, has not been removed by government 'hopes' and exhortations. Even in the 'substantial training' category there has been little evidence of improvement. A CTC report produced in 1969 showed that even among trainees receiving lengthy training, only 40% received release, despite the conditions specified by boards for the payment of training grant.⁽⁶⁰⁾

There is little doubt that means have been sought by many employers of circumnavigating these conditions. Other employers have ignored the existence of the boards, regarding them simply as a nuisance, and the levy as an additional cost to be passed on in price increases. It may be speculated that non-release of young employees is highest in these firms!

Dissatisfaction with the courses, cost in terms of lost production, the idea that young people 'shouldn't have it too easy' and should therefore study in their own time, are some of the factors which appear to be associated with reluctance to grant release.⁽⁶¹⁾

- (iii) streamlining of apprentice intake.

There is some indication that the rationalisation of training systems has led to a trimming of intake at the apprentice level. It is this level of employment with which release is most commonly associated.⁽⁶²⁾

There were substantial geographical variations in the decline of numbers receiving release. Particularly hard hit was the ILEA, which had for a long time supported and encouraged day release and been a strong advocate of the introduction of compulsion. In 1976 ILEA approached both TUC and CBI to ask for help in reversing the 'dramatic slump' in day release and block release student numbers in the London area, which had reached 30% in comparison with an overall 18% for England Wales.⁽⁶³⁾ Neither were the trends uniform by sector. Release in agriculture, forestry and fishing, for example, has increased during the period in question, while manufacturing industries suffered the greatest decline. (Appendix A)

Disappointment and criticism from the further education service on the outcome of the Act in respect of the level of day release is understandable, but not altogether justifiable. The Act was an Employment Act and its primary aims were not educational ones.

M.O. Bury, Director of Education and Training, CBI, commented:

'.... it seems fair to ask whether this criticism is directed to the right Act. There is no doubt that the resentment caused in industry by a tendency to seek the achievement of purely educational objectives through the Industrial Training Act and also to use it to seek to shift costs from the educational system to industry, has done a great deal of damage.'⁽⁶⁴⁾

The EITB in its report on the 'First Ten Years' commented on the over-optimism of the education service in expecting a massive increase in day release to be the outcome of an essentially permissive Act,⁽⁶⁵⁾ which made no demands on employers other than payment of a levy.

In a contribution to the government's review of the Act in the early 1970's,⁽⁶⁶⁾ the same board had made the point that it was inappropriate for the cost of education which had primarily social rather than vocational aims to fall on employers and recommended that the implementation of universal day release should no longer be regarded as a responsibility of the boards acting under the authority of the Industrial Training Act.

These comments reflect a view which is widespread within industry, and which is gaining acceptance outside it, that while an extension of continued day education to groups not requiring specific vocational education in connection with the fulfilment of occupational role is in many ways a desirable objective, its full costs should be borne by the government, and not by industry.

This view is clearly justifiable: in Bury's words '.... education in the general sense of the term is not, and cannot be, industry's first priority....', while Venables commented on the way in which the outcomes of the Act had revealed the 'absurdity of relying on that reified entity 'Industry' to provide education as distinct from training for the large proportion of young people who leave school at 16'. She welcomed the end to paternalism in industry and looked for the government's recognition that the social necessity of the provision of educational opportunity was 'too important to be left to the whims of employers'.⁽⁶⁷⁾

25

Not only the education service, however, was disappointed with progress made. In March 1969 a letter was sent from the Department of Employment and Productivity to all boards expressing the concern of the CTC at the slow rate of progress over day and block release, and urging action to improve the situation, particularly in the fields of commercial and clerical training.⁽⁶⁸⁾ Despite the activities of the boards in attempting to stimulate release, the proportions receiving release remained almost static.

Although the criticisms of the education sector may have been misplaced, the workings of the Industrial Training Act were not found to be without fault:

- the effects on small firms
- loopholes in the legislation leaving some institutions outside the scope of their industry's board
- inflexibility of the system in terms of transfer of labour to expanding from dwindling industries
- administrative difficulties in the supervision of nationwide networks of companies
- 'overlapping' of boards

were all problems which presented themselves in the years following the Act.

In 1970, a review of the workings of the Act explored these and other deficiencies. After a long process of consultation, a decision was made to introduce further legislation to overcome the emerging problems. The 1973 Employment and Training Act:⁽⁶⁹⁾

- transformed the levy/grant system to a levy/grant/exemption system
- established the Manpower Services Commission, which took over the Secretary of State for Employment's functions in relation to the ITB's, whose work it was to coordinate and supplement. It was given similar responsibilities for the non-training board sector.

The change in the system caused some further ripples in the further education sector. On publication of the preliminary consultative paper in 1972,⁽⁷⁰⁾ the power of the proposed national training agency was described as disturbing, in view of the statement that the board of directors would have full and specific responsibility for education matters. The board, it appeared, would be responsible for considering matters of training and associated further education; it would 'in appropriate cases' make day release one of the conditions for grant.

Mansell⁽⁷¹⁾ expressed anxiety that there was no sign that the system whereby the Secretary of State would not approve any training recommendation not including day release for young people undertaking substantial training would continue under the new arrangements; with such levers removed the day release system might suffer even further.

In practice, in its first pamphlet on training recommendations, published in 1974, MSC stated 'The MSC expects bodies to continue to observe the present practice of including an educational element in all training programmes for young people lasting a year or more'.⁽⁷²⁾ It also expected that in addition the educational needs of young people would be examined more widely. It did not, however, make any specific conditions relating to day release, but encouraged training bodies to give consideration to alternative models of providing education and training.

1.7 The 1970's: New directions in vocational preparation

Meanwhile, further developments had been taking place in the education service. In 1969 the Haslegrave Committee⁽⁷³⁾ had produced its report, recommending the restructuring of provision at technician level and proposing the establishment of the Technician Education Council and Business Education Council, while the final stages in the separation of the polytechnics in the advanced further and higher education sector had been secured in the White Paper of 1966.⁽⁷⁴⁾ The decision to raise the school leaving age with effect from 1972/73 had also been taken, extending full-time education to all 15 year-olds, a group which had attracted particular concern in the day release deliberations. The whole educational context within which the day release debate was located was changing as rapidly as the industrial context.

Increasing demand for full-time education among young people, altered perceptions of the aims and functions of education and changes in the relationships between education and occupation, were producing a new and unprecedented situation in 16-19 education, within which fundamental organisational and curriculum practices were being questioned.⁽⁷⁵⁾

In the early 70's attention was focussed sharply on meeting the rapidly expanding demand for full-time post-compulsory education. The problems of discontinuity and mismatch in the transfer from education to employment which were to become the preoccupation of the mid-70's were only just beginning to emerge.

Despite these developments elsewhere in the system the continuing decline of day release had brought the issue of continued education for all once more to the forefront. The arguments were even more strongly voiced. It seemed that voluntarism in all its forms had failed, and such advances in the extension of day release as had been achieved, were slowly being eroded.

In 1969, the Haslegrave Report added its name to the already lengthy list of government reports advocating universal release for young employees. In 1972, ATTI published its policy statement on the education of the 16-19 age group. Day release was the first item.

ATTI pointed to the decline in day release which had begun in 1970, stressing that the proportion of young people in employment released for part-time day courses at colleges of further education was still below 25%; the figure for girls was 10%.

'There can be no doubt that the Association's concern with the stagnation in day release is entirely justified. Even the modest targets set by the Henniker-Heaton Committee are further away than ever.'⁽⁷⁶⁾

The policy statement reported the views expressed in a motion carried at the Association's conference in 1971 to the effect that a system of day release based on a 'narrow philosophy of vocational education and the goodwill of employers' was inadequate and inappropriate, the way forward lying in a concept of further education which stressed individual growth in terms wider than those of economic potential.

It was proposed that the Department of Education and Science should assume responsibility for the education and training of the whole of the age group, and that students should be college or school-based and released to employment, rather than industry-based and released to colleges.

As an immediate objective the Association recommended the extension of release for those in employment 'by every means possible', again proposing the introduction of a statutory requirement that opportunities be provided and young employees entitled as of right to use them.⁽⁷⁷⁾

In the same year, Labour's 'Programme for Britain' was published. The document stated that it was 'Labour's objective to offer education for all' in the 16-18 age group, stating that the first priority 'will be to accommodate those to whom the education service at present offers nothing'. The programme promised the right to continued education for all young people would be given through legislation, as a first step towards compulsory education 'at an appropriate time'.⁽⁷⁸⁾

The TUC, too, made its feelings on the subject known. After a joint campaign with ATTI it submitted in 1974 a discussion paper to the DES. It was reported that the then Secretary of State was in full accord with the TUC's desire for a compulsory system, qualifying this with a statement to the effect that it would be necessary to proceed by stages.

City and Guilds of London Institute added to the growing pressures for action in a published Memorandum to the Secretary of State for Education and Science, entitled 'The further education of 16-19 year olds by part-time day release' stating in its opening paragraph that it was 'seriously concerned about the effects on the future of industry and the national economy, which will result from the continuing decline in the numbers of young people obtaining further education by means of part-time day release from employment....',⁽⁷⁹⁾

The Memorandum urged early and effective action to secure improved educational opportunities for 16-19 year olds in employment.

NATFHE in 1976 joined the lobby, continuing on the basis laid by ATTI, with its 'Statement on a Curriculum for the Extension of Day Release',⁽⁸⁰⁾ and in 1978, in response to the DES discussion document 'Higher Education in the 1990's' again called for phased introduction of compulsory day release and paid educational leave as a basis for expansion of educational opportunities in higher education,⁽⁸¹⁾ while NUT in the same year called for 'an end to the electoral lip service paid to day release for all' urging that full day release be implemented as a matter of urgency.⁽⁸²⁾

The TUC in developing its case for day release had looked to the EEC for examples to support its argument. There is little doubt that Britain's entry to the common market encouraged others to look to the European systems for support.

The social justice arguments for day release had been well-rehearsed to little effect; the West German system provided some support for economic arguments for the extension of day release.

C. Whitby went as far as to claim, in a TES article entitled 'One reason for W. Germany being Europe's industrial leader' that the economic success of Germany could be attributed to 50 years of the day continuation school for all young workers under the age of 18.⁽⁸³⁾

Dobinson⁽⁸⁴⁾ supported this view, claiming that the superior vocational education systems of West Germany would keep it well ahead of the United Kingdom in industrial terms, and advocating the introduction of a system of vocational and quasi-vocational day release on the West German model, a model about which, incidentally, the Crowther Committee had expressed considerable doubts.

The CBI, however, continued to oppose any moves towards the granting of compulsory release 'indiscriminately' across the whole age range. Its policy on day release remained that 'efforts to extend the provision of day release as a means of improving the vocational preparation of 16-19's in employment should be voluntary, and concentrated first and foremost on young people being trained in occupations requiring knowledge and skills with which further education is generally associated.'⁽⁸⁵⁾

There were signs however that fresh thinking was emerging within educational and training circles, concerning the appropriateness of day release as a mode of post-school education for those in semi-skilled and unskilled occupations.

Certainly there were continuing indications that the day release system was in some respects unsatisfactory even for those undertaking long-term training, from the perspectives of teachers and students as well as employers. The issues of effectiveness raised by the Crowther Committee and submerged in the wave of enthusiasm for expansion, were rising to the surface again.

In educational terms, the wisdom of determining the mode of study in advance of questions of learning needs and motivations was open to serious question. The need for fundamental reassessment of existing modes, and consideration of possible alternatives, was beginning to be expressed.

Flower and Kaufman⁽⁸⁶⁾ discussed some of the problems associated with day release, and questioned its adequacy as a means of meeting the needs of young people outside the educational systems, on several counts. The main stumbling block was seen to be the artificial distinction between education and training, which removes education to a context remote from those elements of learning which are perceived by young people as being of immediate and direct benefit to them, and which are in many cases the principal motivating factors.

The views and expressed needs of young people themselves had been conspicuously lacking, indeed avoided, in the arguments of many supporters of the day release lobby. The motivational problems were, however, widely known, particularly among young people whose occupations did not require long-term vocational education of a specific nature. Even in the much applauded West German model there was evidence of difficulty caused by poor motivation in the lower level courses, in which absenteeism of 30% was not uncommon.⁽⁸⁷⁾

Flower and Kaufman, facing the facts of poor motivation, called for a consideration of alternative models which draw together education and training in one complete programme. (88)

Thinking along these lines was already being developed elsewhere. Since its inception substantial advances had been made by the MSC in reviewing the training and educational opportunities of young people entering into employment, and in developing new schemes.

In May 1975, the Training Services Agency had, at the request of the Commission, published a discussion document 'Vocational Preparation for Young People', which focussed on inadequacies both of the system of training young people in transferable skills, and of the vocational preparation of young people who received little preparation for work and little or no further education. (89)

The work of a joint DES/DE working party convened in the early 70's to consider the vocational preparation of young people, served for the first time to draw together the issues surrounding the extent and quality of continued education and its relationship with training, as a basis for action.

In 1976, jointly with the DES, a programme of pilot schemes of vocational preparation was launched which attempted to integrate education and training in a unified programme, for those in the less-skilled and unskilled jobs who were receiving little or no further education. (90)

The programme was designed to discover alternative forms of vocational preparation which would both attract young people and win employers' support, recognising that the existing further education/training arrangements, while reasonably successful in the 'traditional areas' were clearly inappropriate when transferred into other areas. (91)

The government was clearly committed to joint DES/DE operation in the field of education and training of young people. In the same year, a joint consultative group on further education and industrial training had also been set up under AM 11/76 with the purpose of achieving closer co-operation between the two sectors. (92)

While problems of inadequate educational opportunities for the young were the prime concern of the DES, the problems of declining recruitment of young people in industry were causing concern to the MSC, who were worried about, among other things, the effects of future skill shortages.

In 1978 'Training for Skills: a programme for action'⁽⁹³⁾ was published by the MSC. The proposed system of collective funding outlined in 'Training for Vital Skills', 1976⁽⁹⁴⁾, had been abandoned. It had been designed to alleviate the economic effects of skill shortages and secure adequate training opportunities for young people who in the past had been denied opportunities for long-term training (and therefore any associated further education) because of checks on recruitment in the recession. An alternative system was introduced in the 1978 paper to meet the same aims. In respect of further education, the document proposed that developments should 'enable training and education to be seen as part of a single whole', reflecting the philosophy behind the joint programmes. Particular importance was attached to the systematic entry of young people into long-term training and associated further education.⁽⁹⁵⁾ The proposals may be construed as statements of intent. They introduce a further set of variables which will inevitably be associated with the future development of day release.

The proliferation of new schemes and projects designed and introduced in the 1970's to meet current pressing problems in, for example, the fields of youth unemployment and adjustment of young people in the early years of employment, added further complexity to the already complex network of provisions in 16-19 education, and served to highlight the need for review and rationalisation.

In 1978 the Government announced its intention of a White Paper, which would survey the whole range of education and training provided for the 16-18 age group, and put forward proposals for areas where current provisions needed review. A series of consultative papers was produced in 1979 to facilitate consultations with interested bodies.

The first of these⁽⁹⁶⁾ identified issues on which debate was needed; these included the need for vocational preparation of young employees and the extension of day release.

The paper noted that at craft and technician level the structured provision of training and associated further education had been developed, and improvement of these systems was under way following the publication of the MSC's document 'Training for Skills'. The government was, however, dissatisfied with the present availability of opportunities below this level, which it described as 'patchy'. It promised a further paper dealing specifically with the needs of this group, and proposing ways of extending and improving arrangements for the vocational preparation of those young people for whom opportunities were, at present, limited.

The Paper 'A Better Start in Working Life: Vocational preparation for employed 16-18 year olds in Great Britain' was published in April 1979.⁽⁹⁷⁾ The document, based on the deliberations of the joint DES/DE working group, claimed that its proposals were an essential step towards the long-term aim of establishing a universal scheme of education and training opportunities for the 16-18 age group. It described a five-point plan, based on:

- (i) a statement of commitment of the government to the 'progressive development of soundly based systems of vocational preparation to be available to all young employees on leaving school'.
- (ii) development of recognised 'traineeships' for young people in the early months of work, during which an integrated programme of education and training leading to certificates, would be provided.
- (iii) establishment of Vocational Preparation Committees developed by ITB's, with the substantial involvement of the education services, to coordinate the development of the programmes.
- (iv) financial arrangements based on the same system as the existing education and training provision for those in employment.
- (v) establishment of a national advisory committee.

The arguments for this programme were not based solely on notions of social responsibility. The document claimed 'It makes hard practical sense to give all young people a proper preparation for working life. British industry and commerce will perform better if employees are better educated, better training and better informed'.⁽⁹⁸⁾

Despite all the demands for compulsion, the government again proposed a voluntary approach, considering that the introduction of legislation at a time of high unemployment would damage even further young people's prospects in the job market. The document did not exclude, however, the eventual enactment of legislation involving obligations for compulsory attendance or a compulsory right to vocational preparation.

It considered, however, that if real progress could be obtained with a voluntary approach, legislation would be unnecessary. An approach based on voluntarism, but linked to financial incentives was therefore proposed, with the proviso that if performance fell substantially short of the target of one-third coverage of all young people in employment below craft level in three years, legislative solutions would be reconsidered.

So the extension of the unified model was given government support in preference to the extension of the day release model for the lower skill levels. The extension was to be based on the experience gained through the pilot schemes launched in 1976.

The change of government shortly after publication of these proposals and the subsequent cutback in educational expenditure leaves their future in a state of uncertainty. It has been announced, however, that consultations on the document will continue. Their outcome remains to be seen.

While 'A Better Start in Working Life' represents a step forward in areas which have caused most concern (i.e. in the education and training of those in occupations not requiring substantial skills training) and which have played a central part in demands of the day release lobby, concerns remain in respect of the day release system and its extent and effectiveness in the traditional areas in which it is well established.

There is widespread feeling that many of the problems of the part-time route indicated in the Crowther report remain far from resolution, despite the many developments in course structure, organisation and curriculum. In addition, the evidence indicates that proportions of young people in substantial training receiving release have failed to increase substantially, despite encouragement and incentives of the boards, while the links with training remain far from satisfactory.

While there is some indication of an increase in 77/78 and 78/79 there is little to suggest that this is likely to be a long-term trend. Preliminary analyses have suggested that the upturn stems largely from introduction of special measures of MSC in recruitment of young people to systematic education and training and of youth opportunities programmes involving work experience with release, rather than to any increased perception of the need to grant release among employers.

Within day release provision itself, the need for greater attention to curriculum development and preparation has been emphasised ⁽⁹⁹⁾ as a necessary precursor to any expansion. The importance of examining more carefully the efficacy of different modes of release has also been emphasised. ⁽¹⁰⁰⁾

So the problems of extent, quality and relationship between education and training, having been drawn together, to a large extent remain unresolved.

The current Commission of European Communities' explorations of 'alternance' in education and training, and the possible introduction of an initiative at Community level in support of the granting to young people in employment, of the right to 'paid educational leave' in some form, ⁽¹⁰¹⁾ combined with the review and proposed rationalisation of 16-19 education now under way, produces a degree of urgency in answering the unanswered questions concerning the effectiveness of day release as a system of continued education under modern conditions.

TABLE 1.1

Numbers of young people receiving release from their employment, 1966-78

16-18's released

<u>YEAR</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1966	299,754	67,107	366,861
1967	295,514	67,083	362,597
1968	291,041	65,166	356,207
1969	286,365	67,580	353,945
1970	276,962	66,881	343,843
1971	255,871	61,103	316,974
1972	243,790	58,360	302,150
1973	230,224	51,630	281,854
1974	235,717	55,906	291,623
1975	220,560	51,007	271,567
1976	203,133	46,501	249,634
1977/8 (Prov.)			<u>251,700</u>
1978/9 (Est.)			<u>274,000</u>

19-20's released

<u>YEAR</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1966	134,623	9,949	144,572
1967	137,114	10,476	147,590
1968	132,669	10,276	142,945
1969	130,318	10,722	141,040
1970	120,353	10,849	131,202
1971	113,235	10,726	123,961
1972	110,068	11,299	121,367
1973	106,073	11,763	117,836
1974	99,228	13,026	112,254
1975	103,014	13,560	116,574
1976	109,931	15,001	124,932
1977/8 (Prov.)			130,600
1978/9 (Est.)			133,000

THOUSANDS

TABLE 1.2 Numbers of young people aged
(i) 15-20
(ii) 15-18
receiving release, 1966-1978

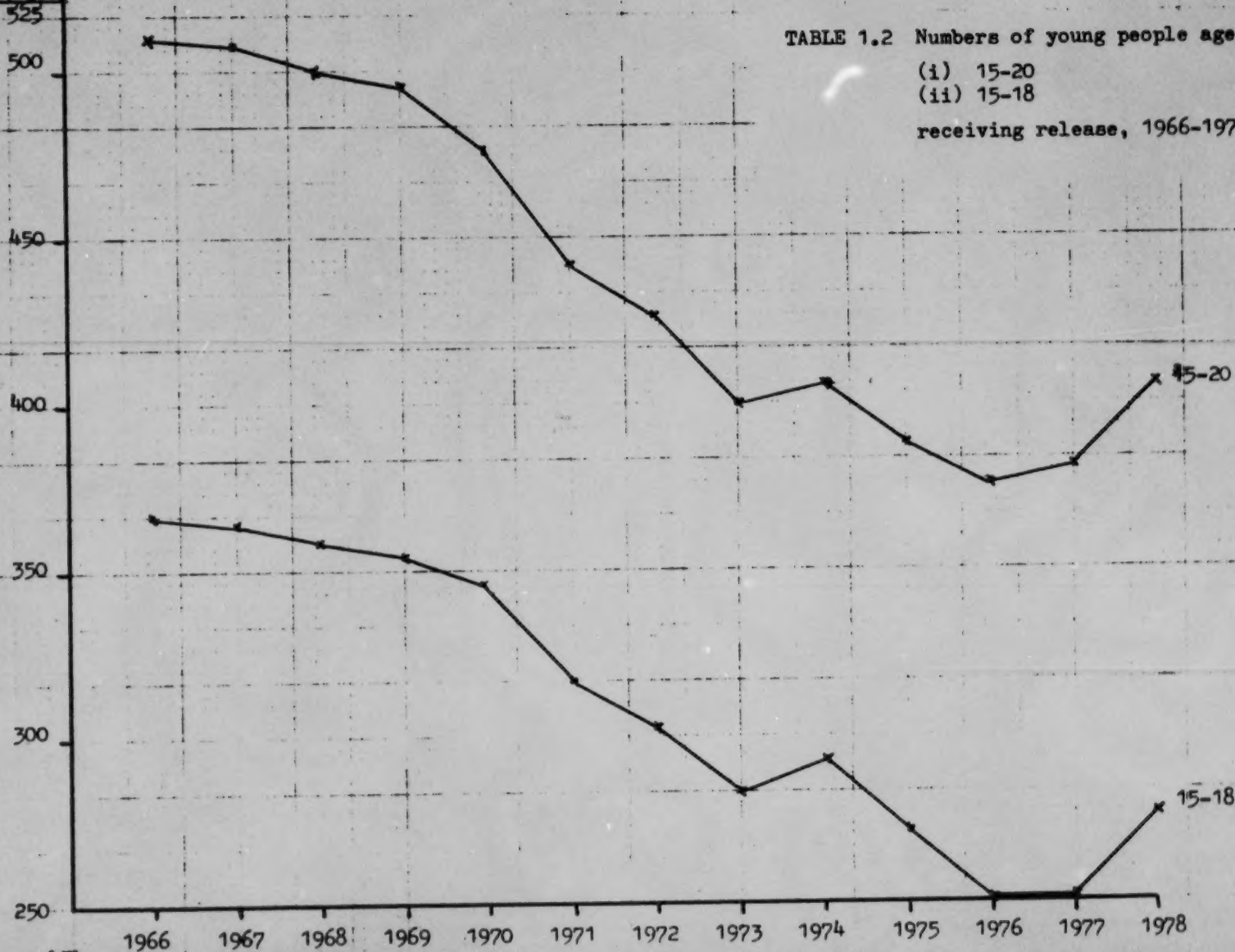


TABLE 1.3 Numbers of (i) Men
(ii) Women
aged 15-20 receiving release, 1966-1976

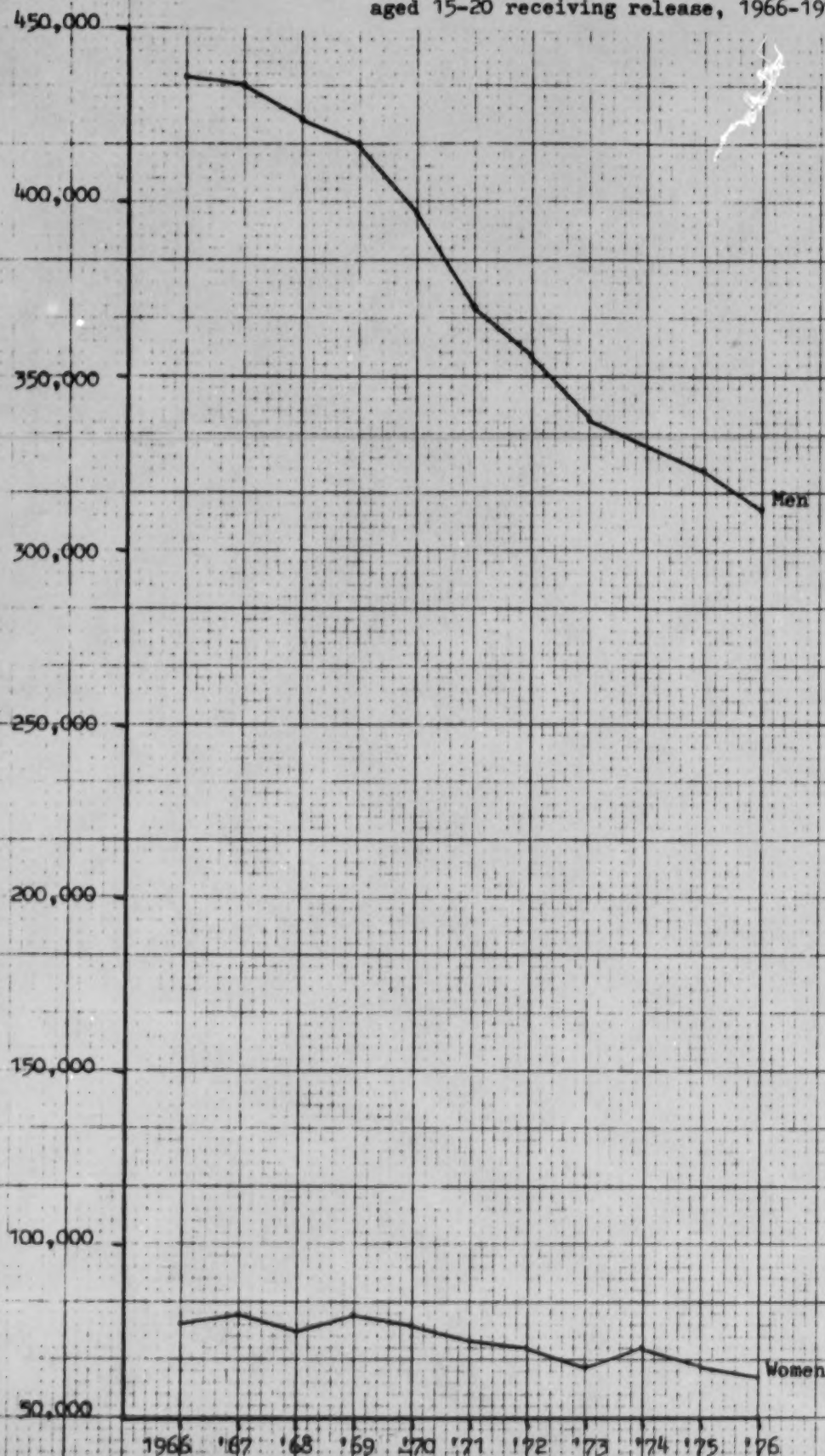


TABLE 1.4

Numbers of (i) Men
(ii) Women

aged 15-18 receiving release, 1966-1976

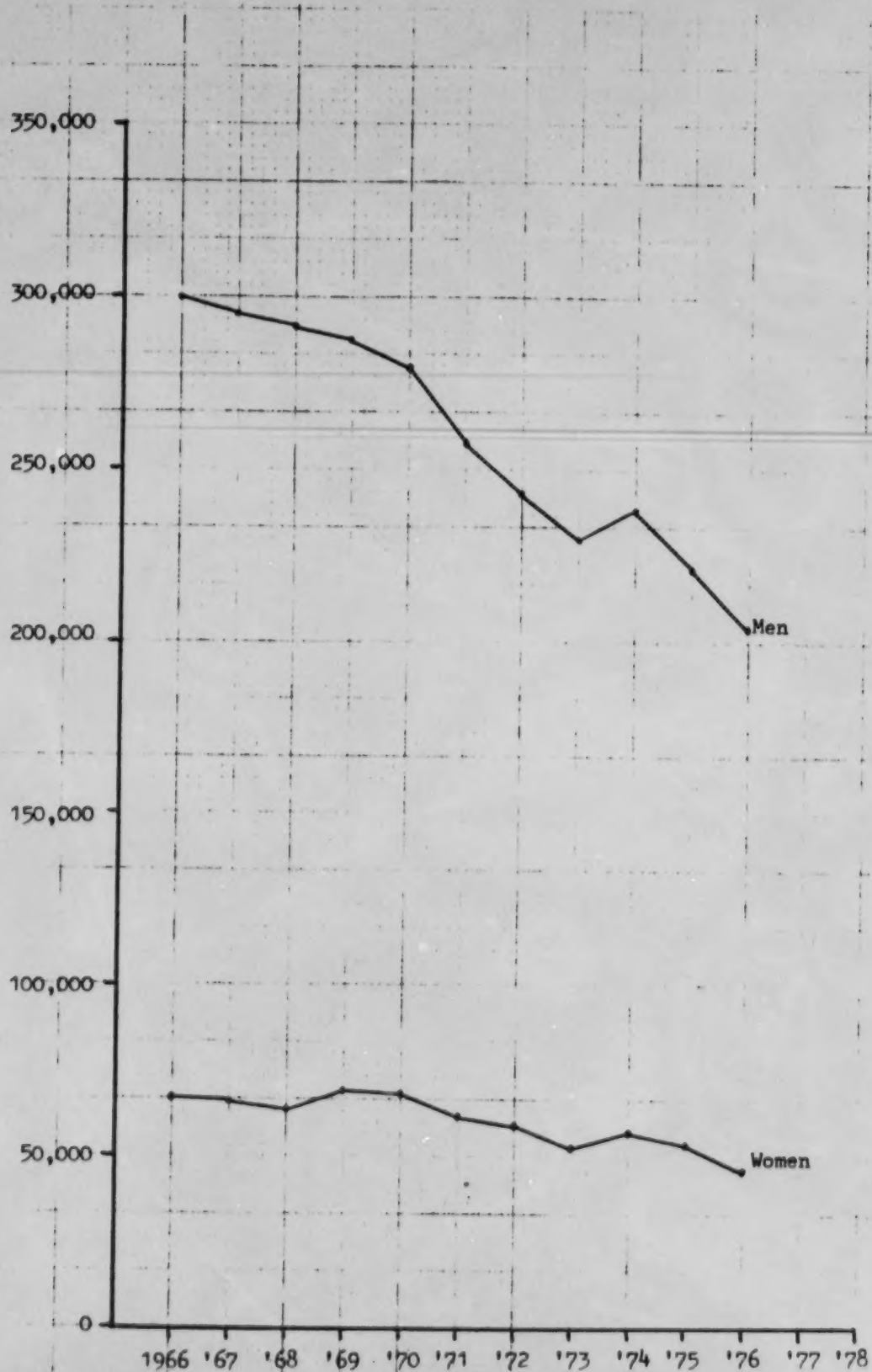


TABLE 1.5

Numbers of (i) Men
(ii) Women

aged 19-20 receiving release, 1966-1976

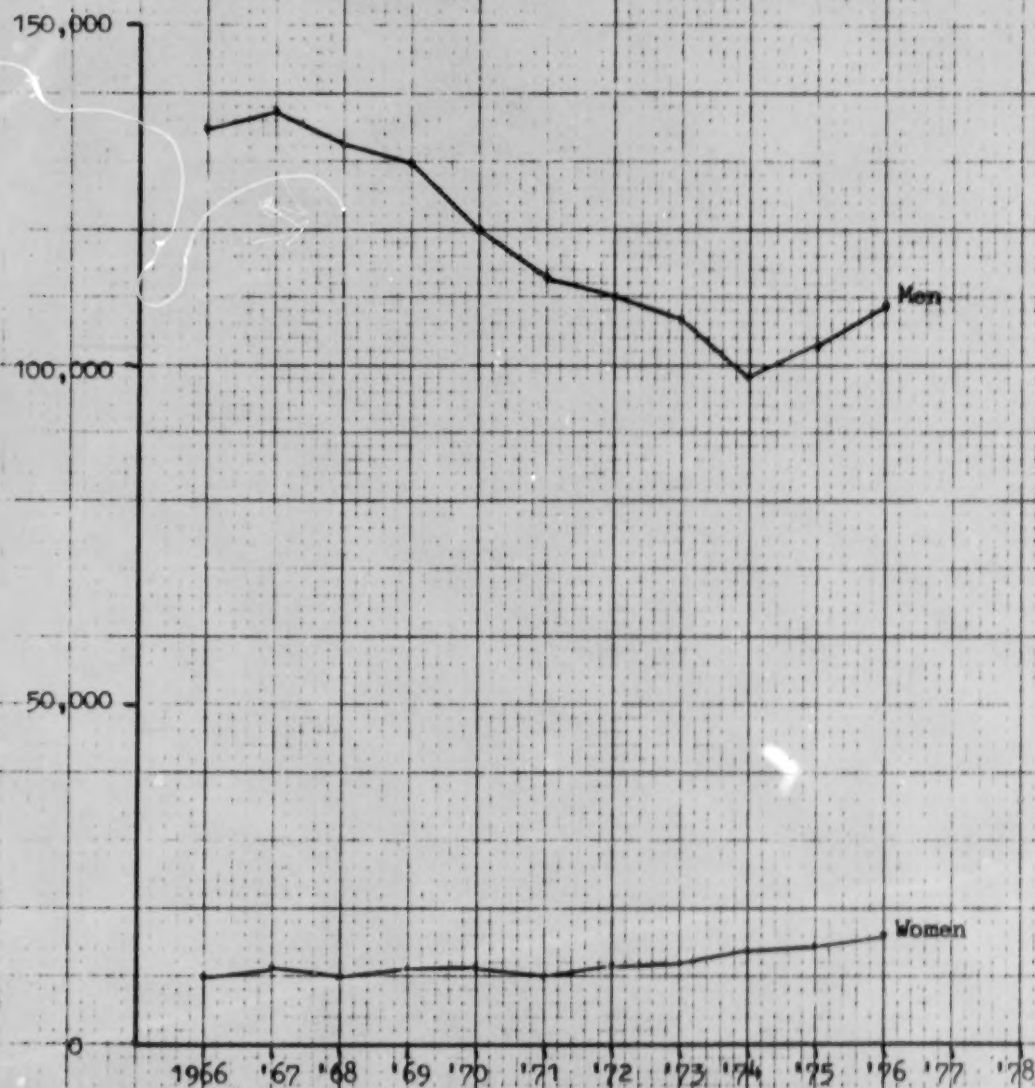


TABLE 1.6 Percentage of young people (16-18) in employment receiving release 1966-1976
(pre-1971, numbers in employment obtained from statistics of numbers insured,
post-1971, " " " by deduction of other groups from
total population)

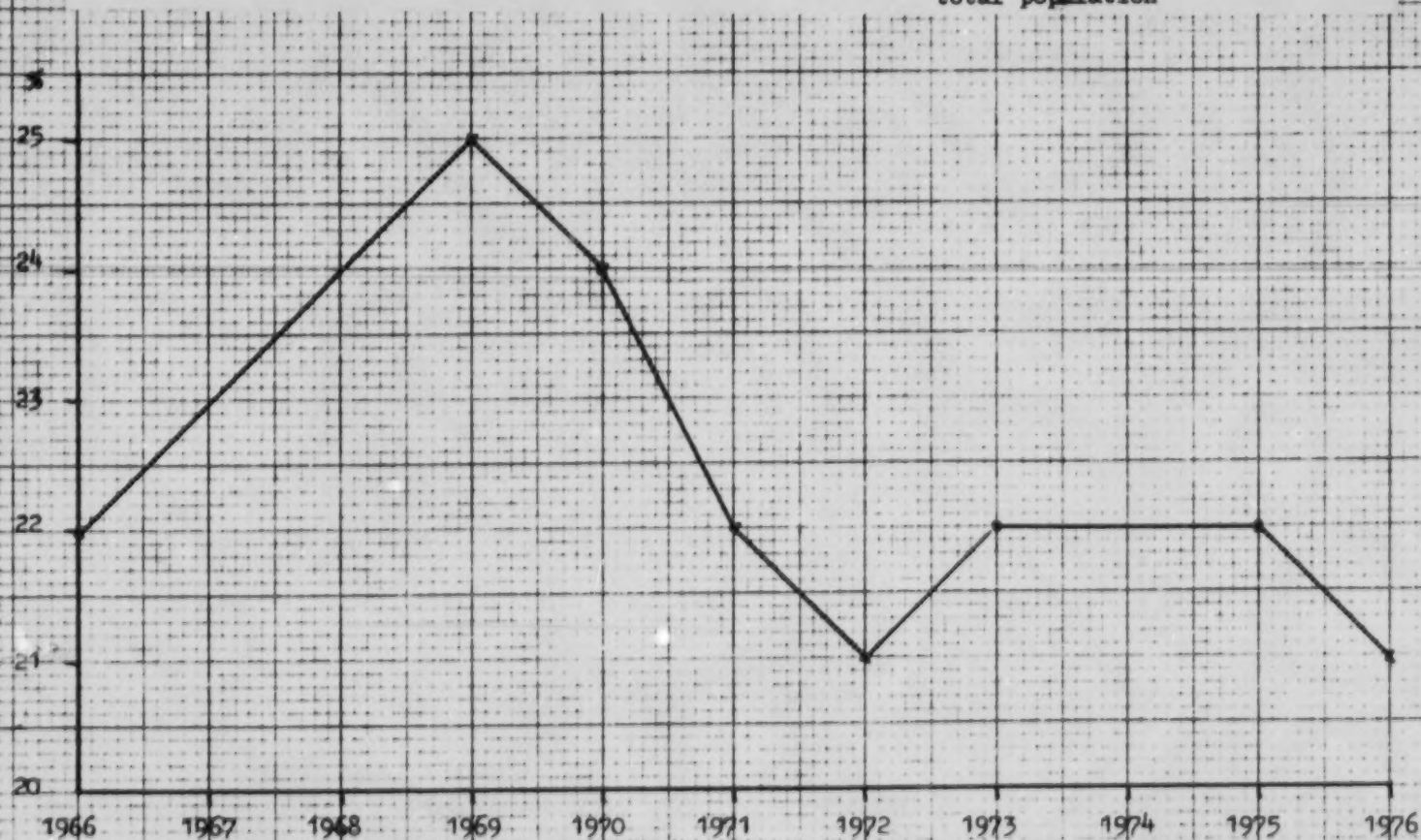


TABLE 1.7 The percentage distribution of the 15-18* age group,
between full and part-time education, 1971-1976

(*16-18 post-1972)

	Full- time F.E.	Full-time Secondary School	Employment without release/ unemployment	Release
1971	5.7	28.1		18.28
1972	5.9	28.8		17.30
1973	7.3	16.9		21.60
1974	8.1	16.8		21.49
1975	9.4	17.5		19.64
1976	9.7	18.0		17.74

CHAPTER 2: COURSES, STUDENTS AND COLLEGES

The range of courses which may be followed under the day release mode, is wide. The patterns of involvement of day release students in the 16-19 age group within that range of courses are complex. It is the intention of this chapter to present the essential features of current provision and participation in the day release system. It will also attempt to locate day release within its further education context, and to describe some of its influences on the growth of the colleges of further education.

2.1 Courses, awards and qualifications

The vast majority of 16-19's^{*} following day release courses are enrolled on non-advanced courses, that is courses of general and vocational education up to the standard of GCE A level or its equivalent.⁽¹⁾

Discussion of day release courses will therefore be confined to those at non-advanced levels, for the purposes of this study.

The courses available to students are diverse and wide-ranging, in terms of subject, level and vocational orientation.

The principal courses may be categorised as follows:

Courses leading to the award of

(i) General Certificate of Education

The range of 'O' and 'A' level courses administered by the 8 examining bodies and usually available to students in full-time education, is available to day release students. The courses are appropriate for the more academic student, requiring continued general education either for reasons of personal satisfaction or for entry to a higher qualification or occupational level. The duration of the course is normally one or two years.

(ii) Ordinary National Certificate

ONC courses, administered by the Joint Committees, are designed, again, for the more academic student requiring a nationally recognised qualification, well regarded by employers, with direct vocational relevance and providing opportunities for entry into higher level courses. The level of this qualification is commonly regarded as equivalent to A level. The courses are normally of 2 or 3 years duration when undertaken by day release.

* It is estimated that approx. 1% of young people aged 16-18 (inclusive) engaged on day and block release were enrolled on advanced courses

These courses are being replaced, progressively, by courses of the Technician and Business Education Councils. The process of replacement is now well advanced, and is expected to be completed by the early 1980's.

- (iii) Certificates/Diplomas of the Technician Education Council; General and National Certificates/Diplomas of the Business Education Council. Courses leading to the Certificates and Diplomas administered and validated by the Technician Education Council are designed for the more academic young person requiring a recognised vocational qualification at technician level, either in connection with his/her present employer or as a means of entry into a higher level of occupation or study. The Certificate courses are normally of 3 years duration when undertaken through day release, although this is subject to considerable variation under the module system. Although Diploma courses may, in theory, be undertaken through the day release mode, they entail a considerably greater number of units, and are considered to be more appropriately taken through sandwich or full-time study.

Courses leading to the General Certificates and Diplomas administered and validated by BEC, are designed to reach a level equivalent at least to that of the Certificate in Office Studies.⁽²⁾ Described as 'first level' courses they replace a whole range of courses at COS level, including the lower level courses of the distributive trades. They are designed for the average student requiring a strongly vocational qualification in the business field. The General Certificate and Diploma courses are normally of one and two years duration respectively. The National Certificate and Diploma courses of BEC are designed for the more academic student requiring a higher level non-advanced business qualification. They are of two and three years duration, respectively.

In the awards of both BEC and TEC, Diploma course are differentiated from Certificate courses by the greater breadth of study.

- (iv) City and Guilds Certificate

City and Guilds courses, whose syllabi are constructed and examined by the City and Guilds of London Institute, are designed primarily for the average student requiring a technical qualification directly geared to his/her chosen type and level of present occupation. Courses are of varying duration depending on the level of study. The duration of courses at 'operative' level may be one

to three years, while courses at craft level, which predominate, are normally of three years duration under the day release mode. The addition of a Stage III course lasting one year leads to an 'advanced craft' qualification. Courses at technician level are being phased out. They were, under the old system, normally of four years duration when undertaken by day release.

(v) Other qualifications

Courses leading to the awards of the six regional examining bodies are similar in range, type and duration to those of CGLI. Courses leading to the awards of professional and vocational bodies such as Institute of Certificated Grocers, Institute of Marketing, etc. are of varying lengths and levels. Many courses listed under (i)-(v) are recognised for exemptions for the examinations of professional bodies.

Courses leading to the awards of Royal Society of Arts are strongly vocational courses, designed both for average and more academic students in or entering employment in secretarial, commercial and administrative fields. The courses, mostly 'single-subject' based, are of varying levels and their duration is between one and three when undertaken by day release.

Non-advanced courses in art and agriculture, which may be taken by day release, in most cases lead to CGLI qualifications.

A full list of the recognised qualifications towards which day release courses are available to 16-19 year olds is given in Table 2.1.

Statistics of day release enrolments on courses leading to qualifications are not available. However, statistics of part-time day enrolments are available. In the 16-19 age group it may be assumed that the vast majority of part-time day enrolments are drawn from young people released by their employers. In 1976/1977, for example, the total number of part-time day enrolments in the 16-18 age group was 268,000. The total number of day release enrolments in the same age group was 254,000.

It may therefore, with caution, be assumed that the patterns of enrolment for day release students in the age groups in question, are broadly reflected in the patterns for part-time students. The data for 1976/77 shown in Table 2.2 indicate that City and Guilds courses account for the bulk of day release enrolments, followed by BEC/TEC and ONC courses.

Table 2.1 Recognised qualifications

- *
DES
recognised
1. Diplomas and certificates of the Technician and Business Education Councils
 2. National Diplomas and Certificates
 3. College qualifications
 4. General Certificate of Education
 5. Certificates of Secondary and Extended Education
 6. Certificate in Office Studies
 7. Art Qualifications
 8. Nursing qualifications
 9. City and Guilds Certificates
 10. Membership of professional institutions
 11. Certificates of regional examining unions (except shorthand and typing)
 12. Royal Society of Arts Certificates

* Items 1-11 are 'recognised' by the Department of Education and Science. The term 'recognised' in the context of this study, will include those courses and qualifications widely recognised by employers and educators as valid in terms of their occupational and educational value.

Table 2.2 **Enrolments in non-advanced part-time day courses 1976 (Thousands)**

<u>Course</u>	<u>Aged 16-18</u>			<u>Aged 19-20</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
NAFE (Part-time day)						
GCE A	2	2	4	1	1	2
GCE O and CSE	4	5	9	1	1	2
OND/ONC	10	1	11	7	1	8
TEC/BEC	13	12	24	3	7	10
Professional Qualifications	3	2	5	2	1	3
College Certificates and Diplomas	0	0	0	0	0	0
City and Guilds	172	18	190	81	3	84
Other	10	16	26	4	6	10
TOTAL	213	55	268	103	16	119

The subject groups of courses in which day release students of all ages, are enrolled (1976/77) are shown in Table 2.3.

The numbers of students enrolled in each subject group indicate that the majority of day release enrolments are on courses in engineering and technology subjects, with a substantial proportion of enrolments in administrative and business, professional and agricultural studies. The majority of womens' enrolments are in 'professional and vocational' subjects, which include subjects such as catering, home economics, librarianship, retailing, etc.

Table 2.3 COURSE ENROLMENTS - on non-advanced day release courses at maintained, assisted and grant-aided major establishments by subject of study

England & Wales - subject group and course	Day release Men	Day release Women
Education	519	523
Medical, health and welfare group	1,961	3,443
Engineering & Technology	279,665	3,061
Agriculture	12,088	886
Sciences	5,701	3,624
Social, administrative and business studies	29,071	19,474
Professional and vocational subjects	11,974	22,924
Language, literature and area studies	18	6
Music, drama, art and design	91	112
GCE, CEE	4,394	5,492
Unrecognised	22,181	23,026
TOTAL	367,665	82,573

* All age groups: analysis by age not available

2.2 Students

The statistical data on course enrolments and student numbers in further education compiled by the Department of Education and Science forms a basis for:

- an analysis of some of the characteristics of young people in employment receiving release
- some deductions concerning the patterns of courses undertaken by day release students

(i) Industrial Sectors:

The numbers of young people released for further education in the major industries, 1966, 1970 and 1976 are indicated in Appendix A, Tables 1 & 2. The majority of day release students are employed in the manufacturing industries. The largest single sectors represented are public administration and defence, service industries, electrical engineering and construction.

(ii) Sex

The balance of sexes among day release students is also shown in Appendix A, Tables 1 & 2. In 1976 81.4% of day release students in the 16-18 age group were male. In the 19-20 age group 88.0% were male. The numbers of men aged 16-18 released represented 28.6% of the age group not in full-time education, the numbers of women, 7.1% of the age group not in full-time education.*

This differential in numbers of men and women released is apparent in all sectors, although the numbers as percentages of the male/female work force are, again, not readily available. **

The trends in male and female involvement are shown in Tables 1.3-1.5. The persistently low proportion of women released suggests that the contributory problems of negative attitudes among employers to release for women, poor motivation among the young women themselves, and inadequate provision for education and training in the clerical and related fields in which women are principally employed, are far from resolution.

* the numbers of men and women aged 16-18 outside full-time education, 1976-77 were approximately equal. This represented a higher percentage of women, since the size of the population of men in the age group is slightly larger than that of women.

** cf p. 35-37

(iii) Age

The peak modal age of all students in day release courses, shown in Table 2.4 below, is 18 years. (Men: 18 years; Women: 17 years)

Table 2.4 Numbers released by age, 1976

<u>Age</u>	<u>Number released</u>
16	50,581
17	97,267
18	101,768
19	79,299

The numbers decline for each subsequent age. A total of 194,849 students aged 20 and over were enrolled.

After 18 years of age, an increased proportion of students is involved in Advanced Further Education.*

(iv) Geographical region

The pattern of release by geographical region is shown in Table 2.5. Lee⁽³⁾ has noted that the proportion of the working population of young people enrolled in the south east of England is substantially lower than that in the north of England. This he concluded was due to the fact that day release still tends to be associated primarily with apprenticeships in the traditional industries, and is therefore concentrated in the geographical areas in which the traditional industries predominate.

(v) Level of occupation

There is no indication, in the available statistics, of the levels of occupation of those released. While it should be possible to deduce occupational level from data concerning type and length of training received,** and/or occupational entry qualifications, in practice it is almost impossible to match the training and educational statistics at this level.***

* Of the 101,768 18 year olds released, 2,813 were enrolled on advanced courses (2.8%). Of the 79,299 19 year olds released, 6,700 were enrolled on advanced courses (8.4%).

** Which often defines occupational level

*** Reports of ITB's and other training bodies frequently carry data of this kind individually. See Appendix B Table 1 for data of the Shipbuilding ITB.

Table 2.5 Number released by geographical region

	Men	Women	Total
Age at 31 December 1976			
Students aged 16-18			
North	18,033	3,912	21,945
Yorkshire & Humberside	25,427	5,895	31,322
North West	29,472	7,302	36,774
East Midlands	16,920	3,572	20,492
West Midlands	22,950	5,963	28,913
East Anglia	7,136	1,565	8,701
South East:			
Greater London	23,838	5,550	29,388
Other South East	33,345	7,882	41,227
South West	15,158	3,382	18,520
Wales	10,874	1,478	12,352
TOTAL	203,133	46,501	249,634
Students aged 19-20			
North	9,002	1,069	10,071
Yorkshire & Humberside	12,116	1,768	13,884
North West	15,572	2,475	18,047
East Midlands	8,587	926	9,513
West Midlands	12,938	1,920	14,858
East Anglia	3,510	419	3,929
South East:			
Greater London	14,907	2,540	17,447
Other South East	19,024	2,430	21,454
South West	8,286	877	9,163
Wales	5,989	577	6,566
TOTAL	109,931	15,001	124,932

Table * 2.2 showed the numbers of part-time day students following each course. In the case of vocational courses it is possible to make some deductions concerning the level of occupation of the student, since the majority of young people receiving release are undertaking courses associated with their occupational training.

In the technical and related spheres employees are normally described in terms of the occupational levels of

technician

craftsman

operative (and other semi-skilled and unskilled workers).

The large numbers of part-time day students enrolled on City and Guilds courses (which are predominantly craft courses) suggests that the majority of 16-20 year-olds on day release in technical and related fields are employed at craft level (although City and Guilds operative courses, and, in 1976, technician courses serve to swell the enrolments of young people in City and Guilds provision).

This deduction tends to be supported by the statistics of the individual ITB's and other training bodies.

In the commercial and business spheres, levels of occupation are less clear. Equivalence may, tentatively, be drawn between the levels of

professional/administrative trainee

clerk

machine operator

and the three technical levels. The exclusion of RSA and COS enrolments from the specific statistics, together with the grouping of enrolments in all levels of BEC qualification makes any analysis of the occupational levels from which students are drawn difficult.

Among general students on courses leading to recognised qualifications level of occupation is again difficult to discern. Day release students following GCE courses are normally released either by:

- organisations requiring and recognising 'O' and 'A' levels as entry qualifications to higher levels of training and education, or higher levels of post and/or
- organisations allowing young people day release for courses geared primarily towards personal interest and

51

fulfilment and career development, as well as for those courses designed primarily to improve current job performance.

It may be assumed, therefore, that this group is comprised largely of civil service junior employees, public service junior employees, nursing cadets, etc.

It is not possible from the data available to obtain, without considerable difficulty, a clearer picture of the characteristics and background of day release students nationally.

2.3 Institutions

The number of institutions of further education in England and Wales, and their regional distribution, is shown in Table 2.6. The majority of these institutions provide day release courses at non-advanced levels.

Table 2.7 indicates student numbers in non-advanced day release courses, by type of institution. The proportion of non-advanced day release work undertaken by polytechnics is very small, and progressively decreasing. It will be seen that the majority of non-advanced day release work is concentrated in the 'other major establishments', which comprise all further education establishments maintained by LEA's and providing courses in commercial, technical, art, agriculture and other subjects.

2.4 Some observations on the relationship between the development of day release and the growth, organisation and staffing of the Colleges of Further Education

There is no systematic analysis available of the influences of day release on the evolution of the Colleges of Further Education. Indeed, such an analysis, if attempted, would present considerable problems, involving the disentanglement of a complexity of variables.

However, that the growth and organisation of the colleges has shaped, and been shaped by, the practice of day release, is widely recognised. Some broad observations are, in this context, possible.

Firstly, there is a sense in which the Colleges of Further Education may be considered to have been built on the foundation of day release. In the pre-war years, the colleges catering for further education primarily had the role of evening institutes. In the post-war years, the sudden increases in day release altered the balance of the work of the colleges substantially. In terms of full-time equivalents,

Table 2.6 Number of establishments, 1976

<u>Region</u>	<u>Type of establishment</u> (Maintained, assisted & grant-aided establishments)		
	Polytechnics	Other major establishments	
		maintained/assisted	direct grant/voluntary
North	3	34	4
Yorkshire & Humberside	3	56	2
North West	3	77	5
East Midlands	2	44	4
West Midlands	4	64	4
East Anglia	-	18	4
South East:			
Greater London	8	73	23
Other South East	4	98	8
South West	2	48	6
Wales	1	51	1
Total - all regions	30	563	61

Table 2.7 Student numbers in non-advanced day release and block release courses at all establishments 1976

	<u>Block release</u>	<u>Day release</u>	<u>Total released</u>
Polytechnics	665	7,561	8,226
Other major establishments	46,399	388,039	434,438
Direct grant	558	82	640
Total major establishments	47,622	395,682	443,304
Total grant aided	47,622	395,682	443,304

part-time day education became the majority provision, and remained so until the mid-1950's. The balance of part-time, day and full-time provision, in terms of full-time equivalent student numbers are indicated in Table 2.8. Full-time teaching staff increased in number from approximately 5,000 in the immediate post-war years to 63,000 in the mid-1970's, their work being supplemented by part-time teachers. Clearly, the changes in numbers of part-time day students, which had a major effect on staffing levels in the post-war decade, now have an almost negligible effect in comparison with the changes in full-time student numbers.

Secondly, the expansion of the day release in the post-war years may be considered to have left its mark on the organisation of the colleges, both in terms of the national system, and in terms of their internal structure.

The entrepreneurial approaches to the development of their provision led the colleges, in the days of the expansion of day release, to develop departments and courses geared closely to specific local industrial needs. This process of development produced provision which was diverse and widely variable from area to area. In many cases, it led to the establishment of college structures based on clusters of small and specialised departments.⁽⁴⁾ The flexibility and responsiveness of the developing system, which was a strength in many ways, proved to be its weakness in others.

Two major early measures were introduced in recognition of the need to rationalise the system:

- (i) Regional Advisory Councils were established, in order to coordinate provision on a regional basis
- (ii) a three-tiered system of 'local', 'area' and 'regional' colleges responsible for particular levels of work was introduced.

Both of these developments, arising partially from the recognition of the need to deal with the effects of the rapid expansion of day release, have subsequently had their influences on the nature, level and accessibility of provision under the release system.

The establishment of a hierarchy in the college system, it may be suggested, has had one of the most significant, and in some respects, the most damaging influence on non-advanced day release.

The theory of 'academic drift' was evolved by Pratt and Burgess in the early 1970's.⁽⁵⁾ Academic drift, it may be suggested, has acted, on the whole, to the detriment of non-advanced further education, and to that of day release in particular.

It is reflected in:

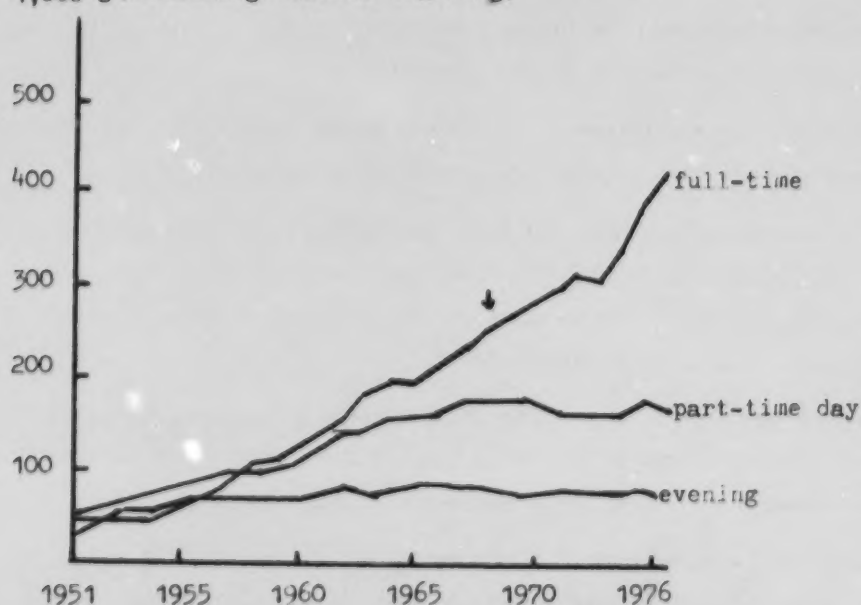
- the attachment of low priority to 'low level work', often manifested in the allocation of the least competent staff, poor facilities, etc. to these courses
- the tendency towards the introduction of more advanced academic content, in many cases at levels inappropriate to the original target groups, into courses, as colleges, departments and individual members of staff aim progressively towards the achievement of academic upgrading and promotion.

There is little doubt that this trend has severely limited the ability of Further Education to cope adequately with the problems of disadvantaged young people both within and outside the day release system.

The studies which are available of the growth and organisation of colleges, e.g. Tipton,⁽⁶⁾ Locke,⁽⁷⁾ illustrate the highly individual nature of college development. The relationships of day release with each individual college's growth will inevitably differ widely. Generalisations beyond these few observations are difficult to draw.

What is clear is that while the influences of day release on change in the colleges is now much reduced, the structures and attitudes which it introduced remain, and in some cases act as constraints to progress and development.

Table 2.8 Number of students in Further Education establishments*
(expressed in full-time equivalent)
1,000's (Excluding teacher training)



Source: Further Education: Challenge and Response. Paper presented to North of England Conference, January 1979, Rev Canon G. Tolley

SECTION II

INFLUENCES ON COURSES AND THE CURRICULUM

INTRODUCTION

Courses and curricula in further education are subject to a host of influences, internal and external to the institutions within which they are developed. They are, in the 1970's, undergoing a period of rapid reconstruction. The key elements fundamental to any analysis of 'newness' in education, 16-20⁽¹⁾ are those of:

- (i) context : changing circumstances
- (ii) concept : changing social values and perceptions
- (iii) structure : changing patterns of occupation, education and career

That these elements are fundamental to change in the systems and practices of education and training for young people in employment, is self-evident. They are strongly featured in policy, planning and development relating to the day release system and its associated curricula.

The intention of this section is to consider some of the main influences arising out of post-war contextual, conceptual and structural change which have shaped and are shaping the process and content of teaching and learning in day release courses leading to recognised qualifications.

It will discuss:

- (i) the effects on teaching and learning of the inherent characteristics of day release mode
- (ii) the influences of the policies and practices of statutory and non-statutory bodies with responsibilities for aspects of the education and training provision available to young people in employment
- (iii) some implications of social and economic trends for future development

CHAPTER 3: INFLUENCES OF THE INHERENT CHARACTERISTICS OF THE DAY RELEASE MODE

The day release mode as currently constituted is characterised by two features:

- (i) voluntarism
- (ii) the separation of education and training

3.1 Voluntarism

The maintenance of the voluntary principle in day release has until the 70's been considered to be a short-term expedient rather than a long-term goal.

However, there is little doubt that the pattern of growth of both the day release system and the forms of provision for day release students has been shaped by the voluntary nature of the participation of employing firms in the scheme. The influences have acted at two levels

- nationally, by virtue of the relationships between industry and the education services
- regionally and locally, by virtue of the relationship between employers and colleges

The patterns of growth and decline in the numbers of young people obtaining day release to follow further education courses may be attributed at least partially to voluntarism.

Attitudes towards responsibilities in respect of young employees vary considerably from employer to employer. While some employers would, in any context, reject further education as an irrelevance, and others accept it as a social duty associated with the employment of young workers, many between these two extremes vary according to circumstances, under the voluntary system, in their willingness to grant release. The variations of related factors such as availability of labour, trends in the economy, the political climate and the accessibility of suitable provision are ultimately reflected in the willingness of these employers to release their young employees for further education and therefore in the total pattern of growth and decline of numbers of young people following day release courses.

The influences and effects of voluntarism on the courses and curricula followed by day release students, undoubtedly exist. These are, however, difficult to assess. Two hypotheses may be constructed which can be examined with reference to available evidence:

- i) that the voluntary nature of the system has placed pressures on the further education system to trim its courses and curricula to the demands of industry, thereby decreasing their educational value and effectiveness.
- ii) that the voluntary nature of the system has ensured the maintenance of high standards in provision for day release students.

There is a weight of opinion, though little evidence, to support aspects of both these hypotheses.

Venables⁽²⁾ has spoken of the dilemmas over curriculum, endemic in a system where 'education' takes place in the employers' time.

The aims of the education service and of industry are fundamentally different, and indeed, some would claim conflicting.⁽³⁾ Under the voluntary system the onus is on the education service and the individual colleges to maintain and extend their day release provision by demonstration of its benefits to the existing and potential 'consumers'. Although it could be argued that the training grant incentives of the ITB's remove this onus from the individual colleges in industries covered by the ITB's, in practice it has been shown that these incentives have had relatively little effect, and much still depends on the relationships which the colleges are able to build up in their own localities.

The Henniker-Heaton report⁽⁴⁾ observed that employers favoured courses which were directly related to the young person's job. It is clear that where a course is obviously essential to the adequate performance of a job, there is no difficulty in obtaining cooperation between the various parties.⁽⁵⁾ The difficulties arise where courses are directed towards individual growth and personal or professional development which is unrelated to the specific job.

Although in some firms the involvement of specified categories of young employees in day release is made compulsory as a matter of policy, in many cases voluntarism extends to the employees themselves. The situation frequently arises in which young people, particularly those at the semi- and unskilled levels, are given the opportunity to follow day release, but are not required to undertake any further education if they do not wish to do so.

Bury⁽⁶⁾ suggests that employers' demands for relevance of study to industry's aims and objectives are shared by the young people themselves. Certainly there is substantial evidence of the importance of perceived relevance to work, in its limited sense, as a factor in the motivation of young people. The attitudes of young people towards participation and provision therefore tend to reinforce, at a second level, the pressures of voluntarism on the curriculum.

At the national level the onus falls largely on the educational members of the ITB's and other training councils to promote the practice of day release and demonstrate the benefits which can accrue to industry through its adoption.

At this level, too, there is evidence of similar pressure on the curriculum. In a conference of education members of the ITB's, the problem of the education sector was described as being 'to develop matching educational provision capable of meeting the demands of the ITB's.'⁽⁷⁾

Attention which has been focussed nationally on the need to review systems of education and training for the 16-19 age group has prompted various bodies with industrial interests to suggest alternative models, some of which place considerable restrictions on the educational components. The IPM,⁽⁸⁾ for example, in a monograph on the future of apprenticeships, suggested that the education and training of young people in employment should be restricted to that necessary for specific jobs to be performed within the next few years, claiming that it was not the employers responsibility to provide for general education, or, indeed, education to enhance promotion prospects. Educationists, they considered, should address themselves to matters such as the extension of full-time initial education rather than trying to achieve their aims at the expense of employers. While views of bodies such as these have no direct effect on the provision in the short term they seem to create a climate which is threatening to educationists, and clearly exert some influence in educational planning.

The examining bodies, too, find themselves under pressures in respect of course design, arising from the need to attract industry to use their courses. G.T. Montford⁽⁹⁾ in describing the development of City and Guilds courses for the unskilled, suggests that the lack of support for these courses is understandable, since employers regard the cost in lost production to be too great in relation to the tangible benefits obtained by the company. He claims, therefore, that the courses have to be 'sold'.

'It does not matter how good the courses are; we must make clear their value to industry....' He proceeds to a discussion of 'good selling points' making the point that the wider purposes of the colleges in respect of individual growth of the students, have to be disguised in a package which can be presented as directly beneficial to the work performance of young employees. City and Guilds courses in this sphere are designed, he claims, to give the colleges a 'flexible framework' within which they can work to meet the needs of local industrial interests and of the students'.⁽¹⁰⁾

Venables,⁽¹¹⁾ among others, claims that the pressure on the further education sector to justify and make attractive its courses to a sector whose aims and priorities are at such variance with its own, has a detrimental effect on provision in general and on the curriculum in particular. She claims that the situation has worsened since the Industrial Training Act which, rather than increasing the freedom of the colleges in respect of their own courses, has increased their dependency. Available evidence suggests that the most marked effects of voluntarism on the curriculum are:

- (i) restriction on the breadth of the field of study, particularly in respect of inclusion of additional subjects, treatment of general studies.^{(12),(13)}
- (ii) progressive vocationalisation of the curriculum.⁽¹⁴⁾
- (iii) limitations on educational methods and approaches, manifested in predominance of methods involving intensive instruction.^{(15),(16)}
- (iv) Retention in some examinations of grading systems which are considered inappropriate by many educationists and examining bodies.⁽¹⁷⁾
- (v) limitations in the choices of the students and the college concerning the type and level of courses followed. It is suggested that the resulting groupings of abilities, aptitudes, interests and motivations considerably complicate the process of curriculum planning.⁽¹⁸⁾
- (vi) orientation of curriculum aims and objectives towards present vocational needs. It is suggested that inadequate emphasis is given to the development of capacities of mental flexibility and adaptability required for responsiveness to change and facilitation of job transference.⁽¹⁹⁾

It may further be suggested that voluntarism tends to inhibit curriculum experimentation and the introduction of radical curriculum change.⁽²⁰⁾

The reference of the Crowther report to the Carr report also stressed that further education had developed as the handmaiden of industry and that while the system was still voluntary, any change which reduced the value of provision to industry must be approached with caution.⁽²¹⁾

The regulation of curriculum change has its advantages as well as disadvantages. Clearly, where education and training are regarded as components of a single unified process (a concept accepted by both industry and the education services), curriculum change of a fundamental kind on either side must be cautious and must be based on cooperation. On the other hand, limits on experimentation and innovation hold back the development of new ideas and new approaches.

So the weight of informed opinion in support of the hypothesis that voluntarism results in a tailoring of educational provision to meet industrial needs, in a way which limits its educational effectiveness, is substantial.

On the question of whether voluntarism serves to encourage high standards in provision, supporting evidence is difficult to find. There is little doubt that colleges and examining bodies, often in competition for students, are anxious that their courses are made as attractive to the users as possible. There is therefore a considerable incentive for them to achieve as high standards as possible, although one would expect that this would be the primary aim of professional educators in any context.

The preceding arguments, however, have shown that the 'high standards' perceived by industry may not be the same as the 'high standards' perceived by the professional educator. In the case of quality being perceived differently, the onus on the college to demonstrate quality in the companies' terms produces the curriculum constraints already described.

However, at the national level there is a respect in which voluntarism might be considered to have had a beneficial influence on standards. The systematic and comprehensive approaches of the ITB's to the development of training provisions have, under the voluntary system, highlighted inadequacies of the education sector in this respect^{(22),(23)} and produced pressures on the colleges to review the curriculum fundamentally and adopt a more rational approach to course planning and evaluation.

That there was something of a threat to the colleges in the activities of the boards at their inception was illustrated by the Principals' attacks

on 'Empire Building' and their concern over the pre-empting effects of the work of the boards on the education service.⁽²⁴⁾ It can be argued that the activities of the boards, by posing a threat, acted under the voluntary system as a stimulus to clearer thinking about course design and development, and the nature of the whole contribution of the education service to the education/training process.

Venables,⁽²⁵⁾ Haigh,⁽²⁶⁾ ATTI,⁽²⁷⁾ Gourlay,⁽²⁸⁾ all claim that there is no intrinsic difficulty in broadening the curriculum and providing the type of education appropriate to young people taking their place in the world. What is needed to achieve it is simply the removal of dependency on 'the whims of employers', through some form of government intervention, either by the introduction of compulsion, or by the adoption by government of responsibility for all education and training.

Perhaps the argument is summed up by Haigh who suggests that 'the work of the further education sector has been to attempt the education of students as human beings as well as to equip them as functionaries and there is little doubt that this will continue to be their work. This work is carried on in the face of a deep and unresolved dilemma which the 1964 Act has served to highlight. The need which exists within a modern industrialised society to equip succeeding generations of young people as functionaries is well acknowledged, but constructing programmes of 'education' when this is expressed mainly in terms of current industrial needs is too much like trying to make rope out of sand.'⁽²⁹⁾

3.2 The separation of education from training

The contention of the Central Training Council Memorandum No.1⁽³⁰⁾ to the effect that the Industrial Training Act did not create a separation between education and training, but merely recognised the de facto British arrangement, is open to question. Certainly, there are some respects in which it can be considered that education and training have always been separate, the former being essentially the provision supplied by the education services, and the latter that supplied by the firm.

There is no standard model of education and training which delimits each component and defines its relationship with the other. In practice, a number of identifiable education/training systems have evolved during the post-war period. In the vocational preparation of young people, three systems can be identified which in practice may be considered to be dominant.

Firstly, there is the system whereby training in the firm takes place experientially, by 'environmental exposure', little or no formal, structured training being provided by the firm or training centre. The provision for which the education service is responsible takes the form of an educational course which incorporates formal structured training in basic skills.

The second system in common use is that in which a formal, structured training programme is provided by the firm/or training centre. Provision for which the education service is responsible takes the form of an educational course, excluding those elements which may be construed as basic training.

The third system in operation is that in which training and education are provided in college-based integrated courses under the joint responsibility of the college and training board.

The effect of the Industrial Training Act has been to decrease the use of the first system, while increasing the second and third. While it may, with justification, be claimed that the responsibility for education and training has traditionally been separate within the established systems and that the Industrial Training Act has therefore not, in this respect, introduced any change into the relationship between education and training, it may be seen that the Act has in practice had a substantial effect in altering the balance of the education and training systems in use.

The net result of this change in balance has been the loss of responsibility by the education services for a substantial amount of work which may be construed as training.

The separation of responsibility for education and training is associated with a dilemma which has existed for the greater part of this century in respect of the status of young people in employment; that is, whether young people in the earliest post-school years should be regarded primarily as employees and producers or as young workers and citizens-in-training.

In the Joint Consultative Committee report on Recruitment and Training of Juveniles in Industry, of 1945,⁽³¹⁾ it was stated that young workers should be regarded as learners rather than producers. However, as Williams points out, the young person, while learning, is also earning, and is much more an employed person than a pupil. Many have argued that if this young person is to be considered primarily to be a young worker-citizen in training, then his education and training should be the responsibility of state, and provided either through colleges of further education or government apprentice training schools.

In fact it has never been thought appropriate to grant young workers this new status, the most recent pronouncement on this appearing in 'A Better Start in Working Life'.⁽³²⁾

In practice, apprentices have an 'in-between' status while non-apprentices clearly have the status of employees and producers.

While this arrangement exists, education and training must be separate responsibilities. Although, as the CTC asserted, the Industrial Training Act has not created the separation, it certainly served to highlight it, and subsequently to reinforce it.⁽³³⁾

The attention focussed on the distinction between education and training in terms of finance and responsibility, also raises philosophical questions concerning the characteristics of education, the characteristics of training, and where the dividing line should, if at all, be drawn.

The difficulties of attempting to draw a valid distinction between education and training have been compounded by the trends, accelerated by social and economic change, towards vocationalisation in education, and towards 'liberalisation' in training.

The distinction commonly adopted by both sides in this context is that

- training is primarily intended to meet the needs of industry
- education is primarily intended to meet the needs of the individual

recognising that training can and does meet individual as well as industrial needs, while education can and does meet industrial needs as well as those of the individual.

This distinction is reflected in the different approaches used in education and training provision.

Training is described as having a 'vertical' approach, which attempts to design training to match the job analysis, while education is described as having a horizontal approach, attempting to find needs common to different types of trainee, and satisfying them by broadly based courses.⁽³⁴⁾

To deduce the influences of this separation of concept, approach and organisation on the curriculum in day release courses, is difficult. The influence of the reinforcement of this separation produced after the Industrial Training Act is easier to assess.

The available evidence suggests that the influences of the separation on the curriculum are as follows:

(i) Accentuation of differences in philosophy and concept.

There is some evidence that the arrangements under the Industrial Training Act have led educators to interpret their role differently. The development of a parallel training system has, in many cases, been seized upon as an opportunity to liberalise the curriculum, not only because in practice those parts of the courses which can be construed as training have been lost to the training boards, but also because the distinction between the role of an educator and that of a trainer has been reinforced in conceptual terms.⁽³⁵⁾

Venables claimed that, in the wake of the Act, the educational component would become wider, geared to humanistic and aesthetic values as well as to scientific and technological values 'to provide a basis for a lifelong commitment to personal and social development'.⁽³⁶⁾

⁽³⁷⁾ Metcalfe noted, from the industrial viewpoint, the tendency, since the Act, for educators to regard training as 'below their dignity', in contrast with their attitudes prior to the Act. In practice, the most marked manifestation of 'liberalisation' has been in the progressive separation of theory from practice. 'Liberalisation' in its true sense, tends to be counteracted by the effects of voluntarism.

(ii) Removal of practical training elements.

Before the Industrial Training Act, many educational courses had a high 'practical skills training' content. Those elements which were considered to be training elements were removed from many courses, particularly City and Guilds course, following the publication of AM 2/69 which required that an economic fee be charged by the colleges for those elements considered as training.⁽³⁸⁾ There is some evidence that the training elements are now being restored.⁽³⁹⁾

(iii) Greater flexibility in the curriculum.

Wide differences in the scope and range of the training activities undertaken in the firms from which the students are drawn have produced pressures for greater flexibility, in order that the needs of students with varying degrees of basic knowledge and skills might be met. The problems of widely differentiated student needs and capacities are compounded by the selection practices in which young people are selected by the firm on criteria linked to their training rather than educational potential. Since course allocation is determined in the majority of cases by level of training, the spread of educational potential within a single course may be considerable.

(iv) Changes in the content of educational courses.

These reflect variations in training provision. Despite educational membership of the ITB's, the provisions of AM 25/67 and the work of the Training and Further Education Consultative Group, the separation of responsibility and finance for education and training still produces a time lag in the response of educational provision to training development, and less than satisfactory coordination and integration.⁽⁴⁰⁾

(v) Strict limitations on the time available for the educational component.

Limitations are, to some extent, produced by the combined effects of voluntarism and the separation of education from training. The inadequacy of time has been a long-standing problem in the practice of day release. In some courses it has produced a college 'day' lasting from 9 a.m. to 9 p.m.

(vi) Integrated courses have become less integrated.

Since the introduction of the Industrial Training Act the approaches and requirements of the ITB's contrast fundamentally with those of the examining bodies and colleges. The problems produced by the juxtaposing of these components in a common course have, in many cases, proved insurmountable.⁽⁴¹⁾

It will be noted that many of these influences of the separation of education and training are reinforced by the effects of voluntarism, while others are counteracted.

The precise effects of the inherent characteristics of the day release system on the curriculum are difficult to disentangle from the effects of the host of other factors which act both independently and in conjunction to influence all facets of the teaching and learning processes. That both voluntarism and the separation of education from training have had, and continue to have, a major influence in shaping the day release curriculum is, however, clear.

CHAPTER 4: INFLUENCES OF GOVERNMENT POLICY AND OFFICIAL RECOMMENDATION CONCERNING THE CURRICULUM

4.1 Introduction

The post-war development of the curriculum in day release courses has been characterised by a series of attempts to rationalise curricula into a national system.

Prior to the war, provision had grown up to meet local needs. There was little or no official framework for curriculum planning or relationship between curricula in one locality and those in another. Neither was there any equivalence of standards and qualifications.

During the war years, the discussion which had centred on the aims and purposes of day release provision^{*} was extended to considerations of curriculum content and process.

The decision of the Ministry of Education to introduce, within the proposed universal system of post-school education, a curriculum combining both general and vocational education, was made public in a statement of curricula content in the White Paper on Educational Reconstruction.

The White Paper proposed that the curriculum followed by young people released under the proposed system should have five obligatory 'core' elements; these, it proposed, should be

- physical training
- instruction in health and hygiene
- training in clarity of expression
- understanding of written and spoken word
- citizenship

The remaining hours were to be devoted to a range of subjects 'according to individual needs and capacities' and could be used, in appropriate cases, for technical or vocational education related to employment.⁽¹⁾

These curriculum proposals were incorporated in broad terms in Section 43 of the 1944 Education Act. The detailed guidance notes produced by the Ministry of Education in Pamphlet No.3 (Youth's Opportunity), and Pamphlet No.8 (Further Education) expanded on these curriculum proposals.

^{*} cf p. 4

The pamphlet 'Youth's Opportunity',⁽²⁾ contained many progressive ideas concerning the development of the curriculum in the proposed County Colleges. Despite the failure to implement these plans, the thinking outlined in the pamphlet was certainly influential, and much of it, although couched in different language from that used by educationists of today, reflects strikingly similar ideas and approaches. The proposals contained in the pamphlet were founded on the principle that the planning of part-time education of young people should be based on a recognition of their needs. Considerable attention was paid to curriculum process as well as to the nature of the curriculum content, which had hitherto occupied the thinking of the various interested parties almost exclusively. The importance of opportunities for social experience, for personal development through participation in community life, for activities enabling the attainment of self-esteem and status, were stressed throughout, while the growth of good relationships between teachers and students, and of a 'corporate spirit' in the college, were seen to be of central importance.⁽³⁾

The curriculum envisaged by the Ministry was essentially a flexible one, providing opportunities for young people to exercise choice and initiative in a context of cooperation and consultation.

'The most promising solution is to plan the curriculum so that periods of comparative rigidity in which students follow a prescribed course, alternate with, or are relieved by, periods in which there is the largest possible opportunity for them to choose what they do and how they do it.'⁽⁴⁾

The pamphlet suggested, further, that while students would be insufficiently experienced to plan the whole day's activities, they would learn little from a day in which everything that they were to do was determined by 'a higher authority'.

'A college in which there is a lively concern for civilised values, in which students are given real responsibilities, in which they are given jobs to do and are held responsible for carrying them out, in which they are often consulted and always listened to with consideration, a college in short which is theirs is far more likely to succeed than one which, however efficient, is purely authoritarian.'⁽⁵⁾

Specific and detailed recommendations were made concerning the structure, content and organisation of the curriculum. The stated aims of the curriculum are reproduced in Table 4.1.

Table 4.1 Aims of the County College curriculum

The aims of the colleges may be formulated as follows:

- I (a) To help young people to understand how to live a healthy life;
- (b) To give opportunities for regular physical exercise and to develop physical skills.
- II To develop their knowledge and understanding so that, when they reach 18, boys and girls shall have
 - (a) learned to concentrate on a piece of work and to carry it out systematically and thoroughly;
 - (b) learned to use their leisure to find out more about subjects that already interest them and acquire a desire to explore new fields;
 - (c) received a stimulus to the imagination through the enjoyment of music, drama, art and literature and the excitement of scientific discovery;
 - (d) improved their knowledge of the English language and their power to use it (in Wales, both English and Welsh);
 - (e) acquired an appreciation of the place and responsibilities of the family in a healthy community;
 - (f) obtained a good knowledge of conditions in their own country, and how they can help to improve them;
 - (g) learned more about the people of other countries;
 - (h) learned something of the leadership and co-operative service necessary for good citizenship in a democratic community.
- III To develop their characters so that they will
 - (a) be honourable, tolerant and kindly in dealing with their fellows;
 - (b) have an independent and balanced outlook on life.

Source: 'Youth's Opportunity', Ministry of Education, 1945

The achievement of these aims was seen to be possible not only through structured formal learning in the classroom, but also through accompanying experiential learning in a whole range of extra-curricular and 'extra-college' activities.

The theme of 'wholeness' of the learning process was continued in deliberations on the nature of non-vocational and vocational studies. The distinction between non-vocational and vocational aspects of the curriculum was dismissed as 'too superficial to be of any use', and any division in the curriculum was considered to be 'positively harmful'.⁽⁶⁾

'To hold that the acquisition of skill or knowledge in some specialised industry is to limit the meaning of education unnecessarily and harmfully, and to perpetuate an attitude of mind that has already done ill service to the interests of young people. Equally, to regard anything but vocational training as being a waste of time is to encourage one-sidedness, narrowness and ignorance.'⁽⁷⁾

However, the pamphlet did acknowledge that the distinction, although superficial, could be made and recommended that courses of 'a vocational character' should occupy no more than 5 out of 8 periods, and should be generalised rather than specialised in the first year.

The curriculum, it proposed, should be comprised of four types of activity:⁽⁸⁾

- physical (1½ periods)
- practical (3 periods)
- general (2 periods)
- elective (1½ periods)

The physical and practical activities, it suggested, should form the central core since these were activities which could 'be depended upon to appeal immediately and directly to the majority of the students'. Physical activities were to be drawn from the whole range of sporting and outdoor pursuits while courses designed to develop vocational and non-vocational knowledge and skill in areas such as hmemaking and crafts as well as engineering, textiles, etc., were to provide the focus for practical activity.

General activities were largely undefined. It was suggested that these should depend on the areas of skill of teachers, but might include activities in the subject areas, for example, of English, citizenship, history and geography. The pamphlet indicated, however, that a subject-based 'schoolish' approach to these subjects was unlikely to arouse much enthusiasm amongst the participants. An applied approach in which areas of knowledge were related to, and explored through, the interests and background of students was recommended. The two periods suggested in the report were stated to be the minimum which should be devoted to these studies.

Elective activities, it was envisaged, could be based on social or special interest groups, or on an extension of work undertaken in other parts of the course, according to individual interests. The day was to begin with a corporate act of worship.

This model for the day release curriculum was described in the pamphlet thus:

'Such a day seems to give the necessary balance of movement and stillness, of physical and mental activity, of free and imposed choice and of active and passive participation.'

At the same time it was considered to overcome many of the dangers of rigidity in timetabling.

The proposals were undoubtedly important and far-reaching ones. They had some implications for the highly structured vocational day release courses already in existence.

Pamphlet No.8 (1947)⁽⁹⁾ suggested that the County College should be 'a focal point in the plans for further education and a corner-stone of all part-time education of young people under 18 years of age', and that schemes of vocational education should be reappraised in view of the County College plans for the under-18's.

The model envisaged was that the County College courses, integrating both vocational and non-vocational elements, should feed into the more specialised vocational courses.

However, during the period following the Act, the flourishing of the directly and narrowly technical courses under the retained voluntary system seemed largely uninfluenced by the proposals contained in 'Youth's Opportunity'. The proposals seemed to become associated with the erroneous ideas, firstly, that the County Colleges of the '44 Act were to be colleges catering only for the general student requiring little or no directly vocational training and secondly that the curriculum proposals of 'Youth's Opportunity' pertained only to these students.

These ideas became widely adopted, although the '44 Act had stated specifically that the proposed County Colleges should incorporate vocational training. They were officially adopted in the Crowther Report, which stated that it had based its recommendations upon the popular notion of County Colleges.

Despite the arguments of 'Youth's Opportunity', the continuation of voluntarism after the Act served to reinforce the distinction between vocational and non-vocational courses, and curriculum development in these two spheres took place independently.

4.2 Influences on the curriculum in vocational studies

Curricula in day release courses in the 40's and 50's, while barely influenced by the Ministry's recommendations, were greatly influenced by the stipulations of employers. The content of day release courses in many cases became exclusively vocational.⁽¹⁰⁾

The movement towards greater rationalisation of courses and curricula continued with the progressive establishment of examination boards in occupational fields such as nursery nursing (1946). In many others, however, no recognised qualification was established until the late 1950's. Planning in the interim continued to be based on local cooperation between employers, principals and teachers, and the resulting courses reflected quite different balances of curriculum method and content, from area to area.

4.2.1 Technical Courses

The 1956 White Paper on Technical Education,⁽¹¹⁾ as well as proposing a framework for the expansion of day release, also addressed itself to some of the curriculum issues which were clearly presenting themselves.

It defined technical education loosely, stating that the main purpose of technical education in the future would be to teach young people to be adaptable, and that the education provided must not be too narrowly vocational, or too closely geared to one specific skill or trade. It stressed the growing importance of commercial and business studies, suggesting that in the future subjects such as economics, business management, wage systems and human relations be given more prominence within the curriculum.

In commenting on elements which should be incorporated within a technical education curriculum, the White Paper gave particular emphasis to the teaching of English:

'All technical progress rests upon the common foundation of language, and more attention will have to be given to the teaching of good, plain English without it bridges are hard to build over the gulfs that separate experts in different specialised subjects not only from the general public but from one another.'⁽¹²⁾

Liberal studies were also a major concern. The need for attention to be paid to liberal or general studies within technical courses had been highlighted by the results of the research undertaken by NIAE and published in 1955 in 'Liberal Education in a Technical Age'.

It was acknowledged in the White Paper that the time available often, of

necessity, limited the inclusion of curriculum subjects such as history, literature and the arts; however, the wide treatment of scientific and technical subjects was described as essential in producing a broad outlook in those who were to occupy responsible positions in industry.

In the same year as the publication of the White Paper, the Ministry of Education had issued Circular 323: Liberal Education in Technical Colleges.⁽¹³⁾ The current situation in Technical Colleges at that time was one in which part-time students, who formed the majority, were, in the words of Cantor and Roberts, being 'force-fed on a strictly vocational diet',⁽¹⁴⁾ taught by staff largely untrained in the principles and practices of education, often with narrow interests and outlooks, in institutional settings starved of educational and social facilities. The Circular stated that the need for introduction of liberal elements into technical education was widely recognised. It was a means of developing in students 'a broad outlook and a sense of spiritual and human values as well as technical accomplishment'.⁽¹⁵⁾

The development of a 'liberal spirit' in colleges, and increased participation of employers, was encouraged and the Circular claimed that there was sufficient evidence to show that the students themselves wished to broaden their outlook, and were responsive to appropriate activities.

Five possible methods of broadening the curriculum were outlined:

- (i) inclusion of additional subjects
- (ii) broadening the treatment of technical and scientific subjects
- (iii) increased use of the college library; of seminars; discussion groups; directed study periods; project assignments; tutorial systems
- (iv) encouragement of corporate life in the college, and the development of extra-curricular activities.
- (v) the establishment of contacts with institutions abroad

The effects on the curriculum for full-time students were almost immediate. The majority of colleges adopted approach (i), introducing liberal/general studies into the curriculum either as a subject in its own right, or as a series of specialist subjects from non-technical fields.

Other colleges attempted to broaden scientific and technical subjects by the introduction of new dimensions e.g. social, historical, into the topics of study.

However, in day release courses at craftsman and technician level, it was not until the White Paper of 1961 that the recommendations began to take effect.

74

The 1961 White Paper,⁽¹⁶⁾ in its further step towards the rationalisation of Technical Education, proposed that craft courses in the reconstructed system^{*} should be broadened, claiming that this was necessary on 'general educational grounds' and on the grounds that this would contribute to the greater adaptability of the student. Broadening was to take place through the granting of more time for English and other general studies and 'in some cases broadening the treatment of the technical subjects in the earlier stages of the course', thereby postponing specialisation in particular crafts.

The scope for experiment in form and methods of general studies was again pointed out.

The 1961 White Paper also addressed itself to those vital issues in part-time technical courses highlighted by the Crowther Report, published two years earlier. The questions of adequacy of time for study on craft and technician courses, alternative modes to the day release mode, selection and placement, monitoring and transfer processes were given detailed consideration. At the time of the White Paper, the minimum time of attendance specified was 180 hours each year for Craft level and National Certificate courses. In practice 220-280 hours was the norm. This remained substantially below the 330 hours laid down by the 1944 Act. The White Paper reiterated Crowther's argument for a 330 hour year, stating that 'the Government hope that something like 330 hours will prove to be acceptable as a firm aim of policy',⁽¹⁷⁾ claiming that 240 hours a year is required to cover technical subjects alone, and that without extra time it would be impossible to provide adequately for English or other general subjects, including physical education.

The White Paper suggested that the block release mode, favoured by the Crowther Committee, might be more widely introduced as a means of increasing the time available for study.

One of the main purposes of the proposals for the new system was the improvement of methods of selection, placement and transfer to and between courses. The diagnostic G course was introduced to distinguish between those for whom a normal technician course would be appropriate and those for whom the more advanced national certificate course would be appropriate. The provision of easier means of transfer for craftsmen and operatives to higher courses was also proposed. The pattern of non-advanced courses recommended in the White Paper was duly introduced.^{**}

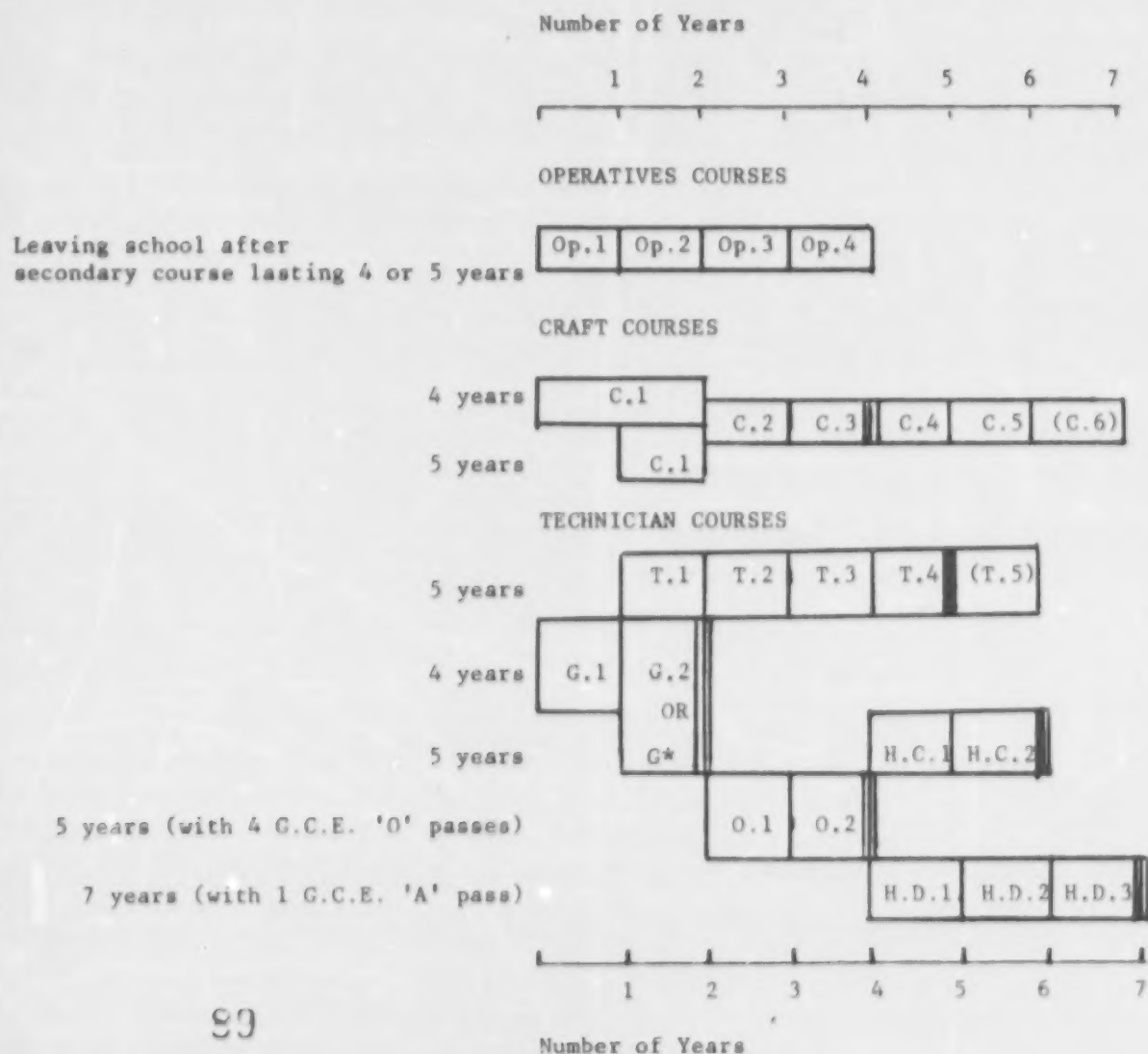
* cf p. 7

** The pattern of courses introduced following the 1961 White Paper is shown in Table 4.2 p.75

80

Table 4.2

OUTLINE OF THE NEW PATTERN OF COURSES INTRODUCED AFTER THE 1961 WHITE PAPER



KEY

- Op. Operative Courses (These courses vary greatly in length).
- C. Craft Course
- T. Technician Course
- G. General Course
- O. Ordinary National Certificate or Diploma Course (Certificate Courses are part-time Diploma Courses full-time or sandwich)
- H.C. Higher National Certificate Course (part-time)
- H.D. Higher National Diploma (Full-time or sandwich)
- ||| Denotes an intermediate or final stage associated with an examination
- * Students leaving secondary school after a 5-year course will normally take a one-year General Course

In the meantime, a further development had taken place which was to influence considerably the curriculum in the first year of technical courses.

In 1960, the further education sector had offered its resources for off-the-job training of apprentices in support of the training expansion proposed by the Carr Report. Circular 9/60 was issued, which stated that first year skills did not necessarily need to be learned in an industrial setting. It was suggested that the provision of integrated full-time one-year courses in Technical Colleges could serve a useful purpose for firms wishing to expand their training provision but having inadequate facilities. It was stressed that care should be taken that such arrangements did not reduce the colleges' ability to meet the needs of students requiring the normal forms of further education provision, and that in any event, the integrated course should be confined to 'basic education and basic skills and not attempt instruction in the use of tools or processes which are peculiar to a particular firm.'⁽¹⁸⁾

The full-time integrated curriculum was widely adopted as a desirable model for first year education and training. It has now become a central feature of many programmes of education and training in the technical sphere.

The introduction of the reconstructed pattern of courses raised a number of curriculum issues. The arrangements and treatment of General Studies within the extended courses were matters of particular concern.

In 1962 a short Ministry of Education report was produced, based on the deliberations of a committee on the type of General Studies component which might be appropriate for such a course.⁽¹⁹⁾ The recommendations of the committee had wider significance for the development of General Studies in the whole field of part-time vocational provision.

The report recommended that the continuing theme underpinning General Studies should be the student's life and 'the variety of his relationships with the contemporary world'.⁽²⁰⁾ It emphasised the importance of the wider social purposes of the curriculum expounded in Crowther and drew particular attention to communication skills as a vital element. The report paid greater attention than many of its predecessors to questions of teaching method and approach in General Studies, proposing an extension of methods involving active participation of students and a greater utilisation of resources and aids in teaching.

It gave its support to the prevalent view that assessment of an external, formal kind was restrictive and inappropriate, and suggested that methods relevant to the particular curriculum followed by students should be devised by the colleges themselves.

The report was an imaginative one, and proved influential. By the 1970's it was clear that General Studies had become fully established, if not fully accepted, in the day release curriculum. In the words of the CGLI publication of that year 'From being the Cinderella of subjects it is now accepted almost universally as a necessary and desirable part of a young person's further education'.⁽²¹⁾

A whole range of bodies, including CGLI and ATTI, published statements emphasising the significance of the contribution of General Studies and outlining curriculum proposals.

Controversy now centred primarily on questions concerning the primary purposes which General Studies should serve, and the form which they should take, some bodies favouring the model of 'contrasting' studies and others that of 'complementary' studies. Employers on the whole favoured the 'complementary' model in which technical studies were broadened by the inclusion of new perspectives. Many educationists, on the other hand, preferred the 'contrasting' model fearing that the complementary approach might simply be used as a means of allocating greater time to existing technical studies.⁽²²⁾

The establishment, in the aftermath of Circular 323, of separate departments of General Studies in many colleges, tended, in practice, to support the development of the contrasting model. In some respects it also produced the divisions, and in some cases the conflicts, which are evident in the relationships between general and technical studies. The integration of general and technical studies has been a preoccupation of many examining bodies, and teachers' and employers' associations since that time. The Association for Liberal Education has given a particular impetus to much-needed curriculum development in this field, by its analysis of curricular aims and processes and its construction of alternative models for general studies courses.

Following the course reconstruction of the 60's, it was not long before the problem of a system in which one type of course attempted to meet the needs both of potential technicians and technologists became apparent. In the new technological context of the 60's, the roles of those employed as technicians and technologists were undergoing rapid change. The increasing differentiation of these roles exacerbated the problems of catering adequately for those aspiring towards them within the National Certificate system. The problem was well recognised by the professional bodies, which began in the late 1960's to ban the part-time route towards membership.

The Haslegrave Committee, appointed in 1967, had as its brief the review of provision of technician courses at all levels, and consideration of changes which might be necessary in the present course and examination structure.

Its recommendations were to transform the pattern of, and curriculum in, courses taken under the day release system by young people employed as technicians. The recommendations of the committee were wide-ranging.⁽²³⁾ Their central thrust was the development of a new system of courses leading to Technician and Higher Technician qualifications, which were quite distinct from courses leading to professional technologist status. A Technician Education Council was to be established as a coordinating and validating body for all the technician courses. The committee recommended, in respect of course planning, that

- (i) courses should be planned locally by teachers and members of industry, according to nationally agreed criteria
- (ii) the content of courses should be related closely to work being carried out by students within their working environment, but should also provide a foundation for later work at more advanced levels
- (iii) General Studies should continue in all technician and comparable courses. They should be designed to encourage a broadening of the student's attitude to his occupation and environment, to heighten his sense of responsibility, independence of thought and ability to influence the effectiveness with which he does his work.

In relation to the curriculum organisation and examinations, the recommendations suggested approaches and methods quite different from those formerly employed in day release courses for technician students. The recommendations which had greatest significance for courses undertaken by release were as follows:

- (i) a diagnostic function was to be embodied in the Technician Certificate stage of the new pattern of courses. Points of transfer to other courses were to be built into the system, together with the provision of bridging courses.
- (ii) a combination of assessment techniques was to be used. These would be left to the validating bodies to discuss. A move away from formal methods was considered to be desirable. The report made the significant point that 'any student who fulfils the entry requirements and works reasonably hard and well should be entitled to expect to pass the examination'.⁽²⁴⁾ In other words, the sole criterion should be the student's

- (iii) Councils were to give serious consideration to the introduction of a credit system leading to the awards of technician and comparable qualifications.
- (iv) integrated courses were to be encouraged and the practice, it was suggested, might be extended into parts of second and subsequent years training.
- (v) the length of the course was to be reviewed, although it was considered to be broadly appropriate by the Committee.
- (vi) a 'bare' one day a week was considered insufficient to cover the requirements of technician trainees.
- (vii) the desirability of a system which allowed colleges freedom in devising courses linked to local needs and circumstances was emphasised. Flexible teaching methods throughout the curriculum were advocated. A student-centred approach based on analysis of training needs, to be met by a combination of appropriate methods and resources, was suggested, and continuing experimentation encouraged.

The recommendations were accepted by the Government and rapidly implemented. They were in general welcomed. The curriculum proposals, in particular, attracted substantial comment from bodies such as CBI and BACIE. The curriculum recommendations embodied in the report were given due attention by the Councils, once established. The implementation of many of them has served fundamentally to change the nature of the curriculum followed by day release students.

4.2.2. Clerical and Commercial Courses

Developments in the provision for young people in employment wishing to undertake relevant further education in the clerical, commercial and business fields have always lagged behind those in the field of technical education. ⁽²⁵⁾

The Carr-Saunders ⁽²⁶⁾ Committee, established to review the state of commercial education, had reported in 1949 that the whole field was in urgent need of rationalisation and improvement both in quality and quantity.

It had recommended both the establishment of a recognised advanced qualification in the fields, as a means of improving its status and stimulating development at lower levels, and the introduction of National Certificates in Commerce as a first stage in development of a coordinated system.

However, the expansion and rationalisation of technical training and education had taken priority at this time, and the recommendation of the Carr-Saunders report had not proved influential in securing improvements in provision.

The Technical Education White Paper, however, in focussing attention on the importance of post-school education in the commercial as well as the technical aspects of industry, paved the way for the publication in 1959 of the McMeeking Report.⁽²⁷⁾ Its conclusions concerning the urgent needs for rationalisation and improvement of the provision for business and commercial education were similar to those of the Carr-Saunders report. Its recommendations were, however, more far-reaching. In addition to its proposals for the expansion of day release opportunities in business and commercial education* it produced a number of recommendations pertaining to the day release curriculum. In particular, it recommended that:

- (i) the possibilities of block release schemes be examined more fully
- (ii) extended use of ONC and HNC in commerce be obtained
- (iii) coordination of examination requirements and syllabi be achieved
- (iv) language studies be promoted

The recommendations of the McMeeking Committee were endorsed by the Minister of Education in Circular 5/59⁽²⁸⁾ and the majority of the recommendations were implemented in the succeeding years. As in technical education, the pattern of courses was reorganised. Among those changes were some influencing day release courses at the non-advanced levels.

The existing National Certificate Courses were replaced by ONC/D and HNC/D in Commerce, following the recommendations of the McMeeking and Arnold⁽²⁹⁾ (1960) Committees, while, at the lower levels, a Certificate in Office Studies was introduced, designed to provide a practical but broadly based course for the young person employed as an office worker,

* cf p. 9

leading, if desired, to a Higher Certificate in Office Studies or ONC.* A new pattern of courses for the distributive trades was also introduced.

The boost to clerical training and education given by the Central Training Council in its 1966 report on 'Training for Commerce and the Office',⁽³⁰⁾ resulted in slow but progressive development on the training side. As in the case of technical education this process has been reflected in changing syllabi in business education and commerce. Interestingly, there was no official arrangement for joint planning of education and training parallel to that of AM 25/67 for RSA, one of the major examining bodies in the non-advanced field.

In addition to the influences of policy developments specific to the commercial field, curricula underwent, during this period, changes in respect of course length and balance of content similar to those being implemented in the technical and scientific field, following the broad policy developments introduced by, for example, the Crowther report.

The specific problems of the Business and Commerce field engaged the attention of the Haslegrave Committee in its review of courses at technician and comparable levels. As in the technical field, the development of a more appropriate system of awards for the middle band, separating the professional from the craft levels, was needed urgently, as was further rationalisation of the complex system of courses and bodies. The establishment of the Business Education Council was recommended 'to plan, administer and keep under review the development of a unified national pattern of courses in the field of business and office studies at levels below that of 1st degree'.⁽³¹⁾ The Haslegrave Report did not recommend specific changes in the pattern of courses which had evolved.

* cf p. 42

Its broad recommendations concerning curriculum approach were, however, as relevant to courses in the business sector as to those for the technical sphere. Following a review of its field of responsibility, BEC introduced its plan for the pattern of courses outlined in Chapter 2.* The many organisations which submitted recommendations and statements during the review period, one of the most notable of which was BACIE, have undoubtedly had their influence. Curriculum innovations featured strongly in the policy statements and proposals of the Council and are in the process of being implemented.

While government policies and official recommendations have served fundamentally to alter the pattern and structure of courses in Business and Commercial Studies, in respect of curriculum content and process, relatively little specific recommendation has emerged from official sources.

4.2.3 Art and Design

Many of the broad policy developments influencing day release courses in the technical and commercial fields, were reflected also in course patterns and curricula in art and design. The NACAE, in its 1962 report on Vocational Courses in Colleges and Schools of Art,⁽³²⁾ ** as well as recommending the extension of part-time courses in fields such as textile design, stage, film, TV design, bookbinding also produced a range of recommendations pertaining to the curriculum content. In particular, it followed the lines of Circular 323 and the 1961 White Paper in recommending that all courses should include

- general education in art and design
- complementary studies which would at once relate to the student's work and expand his outlook by locating his work in a broader context
- practise in written and spoken English.

The development of courses on the pattern suggested in the 1962 report took place gradually. The majority of courses were craft level courses, some leading to CGLI qualifications and others to college qualifications. Distinction between technical courses and art and design courses were often difficult to draw. The Coldstream-Summerson report⁽³³⁾ of 1970 recommended that design technician courses should be introduced, leading to appropriately validated and nationally recognised certificates. A working party on Vocational Courses in the design technician area, established in 1971, produced a report identifying a wide range of non-advanced courses, leading to a variety of qualifications, which were in operation.⁽³⁴⁾

* cf p.42

** cf p.10

It recommended that a national validating body be set up to establish and administer a nationally recognised scheme of certification.

4.2.4 Agriculture

The atmosphere of expansion and rationalisation in commercial and technical fields in the 1950's served to stimulate course development on the apprenticeship model in the agricultural sphere.

Following the recommendations of the de la Warr report (1958)⁽³⁵⁾ regional schemes for the development of part-time and full-time courses were set up. In respect of course structure and curriculum, the Pilkington Report⁽³⁶⁾ (1966) recommended that entry, progression and qualification in agricultural courses should be similar to that found in equivalent vocational courses. The course pattern and structure which characterised Technical Education following the 1961 White Paper was duly introduced in agricultural education.

In 1971, a NACEIC committee was set up to review all non-advanced courses. The Committee's report, known as the Hudson report,⁽³⁷⁾ was published in 1974, recommending that an integrated provision of vocational education in agriculture be established through an appropriately constructed pattern of courses, examinations and awards.

Its proposal that a national validating and examining body be established for agricultural education was rejected by the Secretary of State, who announced that the proposed national scheme of certification should be drawn into close relationship with existing schemes.

A programme of consultation on arrangements for administration and validation is currently being conducted by the Department of Education and Science.⁽³⁸⁾

4.2.5 Other

Forms of day release provision exist in a number of areas which lie outside the spheres already described, and which receive little official attention.

Nurse education and training is one such area, which merits consideration. In the 1940's and 50's substantial numbers of young people wishing to enter nursing did so by means of 'nursing cadet' courses, which combined hospital-based practical training with day release to colleges of Further Education. Following the Minister's recommendations of 1950,⁽³⁹⁾ nursing cadets could follow curricula leading either to Part 1 of the Preliminary State Nursing

Examination, or curricula providing a continued general education in subjects of relevance to nursing e.g. human biology.

Following the 1964 report "A Reform of Nursing Education"⁽⁴⁰⁾ and the subsequent acquisition of student status, rather than employee status, by young people enrolled in courses leading to the statutory qualifications of registered and enrolled nurse, the practice of nursing cadet courses began to be phased out, and replaced by full-time college-based pre-nursing courses. The eleven remaining nursing cadet schemes involving day release are based on curricula determined by the individual colleges in consultation with the schools of nursing. The GNC does not provide official guidelines or recommendations relating to the curriculum in these courses, but is known to favour courses of continued general education in nursing-related fields.⁽⁴¹⁾

Other fields outside the main structures include, for example, hairdressing, catering, domestic studies, etc. In many of these fields, course structures and curricula have been brought into line with those in the major technical and commercial areas.

4.3 Influences on the curriculum in general courses

General courses may be divided into two main groups:

- (i) Those leading to recognised qualifications i.e. GCE O and A Level, and CEE courses
- (ii) Non-examination courses

The notion that general courses are followed by those students whose occupations do not require (or are not considered by their employers to require) substantial systematic training and are therefore primarily for the less skilled is misleading. GCE courses in particular are frequently taken by young civil servants and young professional and clerical workers in jobs requiring considerable mental skill which may not necessarily best be developed through strictly vocational courses. In many cases, particularly in the Civil Service, this type of course is seen as appropriate primarily in terms of development of potential rather than in terms of specific job performance.

Non-examination courses, too, might be followed by young people of considerable ability, as well as by those considered to be less able by virtue of their poor past attainment.

The provision of suitable day release courses in the general sphere has presented many problems. In the post-war years, the expansion of day release involvement in technical education was accompanied by a slight decline in involvement in general education.

Some colleges and employers remained convinced of the value of general education for young people in employment and regarded the vocational orientation proposed by the Ministry at that time as potentially damaging in terms of a narrowing of outlook and over-emphasis on preparation for examinations.⁽⁴²⁾ Courses such as those supported by Courtaulds and Cadbury's, provide examples of the type of general course which continued in operation. The courses were designed locally by agreement between employers and colleges, many of the employers playing a large part in their design and evaluation. They were based on combinations of subjects such as English, Mathematics, Social Studies, Physical Education, Domestic and Craft subjects. They were, however, few and far between.

The Crowther Committee, in its deliberations on the 'majority without education', gave its consideration to the merits and demerits of this type of course, claiming that 'the experience gained in this sort of education, both in quantity and quality, is of great importance in considering when part-time education to 18 can be made compulsory'.⁽⁴³⁾

The committee gave detailed consideration to the type of curriculum which might most appropriately be developed for traditional non-participants. It suggested the famous "four strands" as the basis for the curriculum for those students not obtaining or requiring day release for education associated directly with their jobs. Their analysis was expressed in terms of the tasks to which the curriculum should be directed:

Firstly, that of helping young workers to find their successfully about the adult world.

Secondly, that of helping them to define standards of moral values.

Thirdly, that of helping them to carry over into working life, physical and aesthetic pursuits and activities started at school.

Fourthly, that of providing continued education in the more formal and restricted sense. This element, the report suggested, should be primarily vocational.

The report was no more explicit than this, leaving the way open for experimentation.

'In what proportions or in what patterns the four strands should be woven into the fabric of County College education is as yet unknown. The methods which will prove effective are also still largely unexplored.'⁽⁴⁴⁾

Experimentation called for by the report did begin to take place.

A Working Party was set up by the Ministry of Education in the early 1960's to evaluate and exchange information on existing courses. In 1967 the report based on these investigations was published, entitled 'The Further Education of the General Student'.⁽⁴⁶⁾ The report attempted, through the investigation of a range of general courses for all ability levels, to identify those characteristics and conditions which were needed to make general courses successful. It highlighted:

- (i) the direct personal contact with firms and authorities at the recruitment stage
- (ii) close relationships with employers and involvement of employers in curriculum development process
- (iii) satisfactory staff/student relationships in which students are treated as adults with a right to participate in and influence their own course of study
- (iv) flexibility of course organisation. Approaches involving mixed ability and mixed sexes had proved successful in some colleges. The integration of vocational and general students, however, was not associated with success.
- (v) curricula in which the content and treatment of material are characterised by 'immediacy and relevance'. In respect of methods, attention needed to be paid to affective as well as intellectual aspects of the curriculum process. Use of discussion methods and the importance of training students in the use of educational resources were of particular importance.

The last characteristic, in particular, reinforced and complemented the thinking which had been developed, in the influential Newsom report of 1963,⁽⁴⁷⁾ in respect of educational approaches appropriate to the 'less able' in the 13-16 age range.

The 1967 report drew the conclusion from its investigations that while there was little evidence of the success and value of the non-vocational courses investigated they were considered to be justified in the considered judgement of 'experienced and responsible educators'.⁽⁴⁸⁾ It did not attempt to make recommendations, and its influences on practice are difficult to discern.

London County Council was one Education Authority committed to the extension of day release to non-participants, and involved in developmental work in this field. It published its own report 'On from School' in 1962, advocating experimentation in the construction of more relevant and attractive non-vocational courses for the 'uncommitted' student.⁽⁴⁹⁾

The type of curriculum recommended bore some similarities to that proposed in 'Youth's Opportunity': a balanced programme including 'core', 'choice' and optional elements, including English and Social Studies, physical education, practical subjects such as handicrafts, recreational and current affairs studies and so on.

However, beyond LCC's initiatives and those of a few other authorities and colleges there was little evidence that any widespread or long-term development was taking place in the curriculum offered in general courses. It had become clear, by the 1970's, that the curriculum in many of these courses was meeting neither employers' needs nor those of the students.

Provision has contracted, and in many colleges course numbers have become too small to be viable.⁽⁵⁰⁾ The majority of general courses still surviving are GCE courses supported largely by substantial numbers of young civil servants and other public service employees.

In the examination courses leading to GCE Ordinary and Advanced level, the issues surrounding curriculum development are significantly different from those in the non-examination sphere. Criteria for these curricula, laid down by the Schools Council, indicate that they should:⁽⁵¹⁾

- (i) be appropriate to the educational needs, interests, abilities and experience of the full-time students for whom they are primarily designed
- (ii) give opportunities for systematic study in a depth and breadth sufficient to require the exercise of judgement and the effective use of knowledge and skill
- (iii) form a unified programme of study

In the case of Ordinary level courses, they should, in addition, provide a foundation for further study and development.

Such curriculum development as has taken place has been subject to policy relating primarily to the full-time educational system, and has been reflected in day release provision as a matter of course. There is little evidence, with the exception of one or two specially designed courses, of attempts to adapt at the policy level, the GCE curricula to meet the needs of part-time students.

A review of the strengths and weaknesses of the courses which potentially catered for those in the 16-19 age group who were non-participants in any organised post-school education and training, took place in the 1970's. In its report, Her Majesty's Inspectorate commented that in the early stages of its investigation:

'We frequently came across a remarkably persistent thesis ... about provision for non-participants. It runs as follows: the jobs these young people have or are likely to get have a low manipulative skill content; therefore it is no use giving them a course with a substantial practical content - better to offer them some more general education 'education for life' or for 'education for leisure'.⁽⁵²⁾

The report claims that there are some serious flaws in the arguments here; firstly in equating vocational with practical, secondly in considering the skills needed by young people in terms only of manipulative skills; and thirdly the assumption that work will always be at a low level and that it is not important to them.

It is this recognition of the increasing importance of vocational relevance in the present social context that has led to the construction of UVP and other alternative schemes to the general part-time course, for those students not requiring specific technical or other strictly vocational courses.

4.4 General Influences: the 1970's

Britain's entry to Europe has clearly had an influence on education and training systems, and on curriculum planning within those systems.

In 1971, Guidelines for the Development of the Programme for Vocational Training at Community Level⁽⁵³⁾ were endorsed by the Council of Ministers. These sought to obtain harmonisation as a long-term goal, the process being facilitated by the exchange of information and experience between practitioners in the countries of the EEC.

The established roles and functions of education are being questioned and systems of education and training being reformed throughout Europe.⁽⁵⁴⁾ The growth of continuing education and the curriculum principles associated with it have proved particularly influential in the 70's. There is some evidence of this influence in the widespread development of more flexible curriculum approaches, greater individualisation of study, 'periodicity' in learning, a shift towards learner-centredness and participative

designs in all spheres of education.⁽⁵⁵⁾

The need for more rational and at the same time imaginative approaches to curriculum development has become particularly pressing in the 16-20 sphere in the 70's. Recognition of this has produced a whole range of recommendations, from both government and non-statutory bodies, pertaining to the further education curriculum and leading to developments whose outcomes and effects are not yet clear.

While a large number of statements concerning the expansion of day release opportunities have been produced by most of the interested bodies during the 70's, few of these have produced any detailed analysis or recommendation concerning the curricula which might appropriately be offered. An exception to this is NATFHE.⁽⁵⁶⁾ In 1976, NATFHE produced, in association with its demands for implementation of universal day release, a statement of the characteristics of the curriculum which it considered should be introduced for all part-time students. NATFHE suggested that the curriculum should not simply be a preparation for employment, but that interest and motivation of young people would be enhanced if vocational and social concerns were 'exploited as a means of furthering their general education'.

The curriculum suggested was based on 4 components

- General Education
- Vocational Education
- Remedial Education
- Welfare and Careers

These components would be combined in different proportions for different groups, it was suggested. Thus the 'more able' student might take a large vocational component within the framework of the CGLI courses, while the 'less able' would take a smaller vocational component, which emphasised their contribution to and place in the industrial and working context.

The publication of the NATFHE statement was followed a few months later by the most far-reaching government statement of the 70's in respect of the curriculum for further education of young people in employment. The statement on Unified Vocational Preparation⁽⁵⁷⁾ arising out of the deliberations of the Joint DES/DE study group established in 1974, described the basis of the proposed curriculum in some detail. The curriculum was designed to be both relevant and realistic, combining education and training inseparably.

The aims and objectives of the curriculum were to enable young people

- (i) to assess their potential and think realistically about jobs and careers
- (ii) to develop the basic skills which will be needed in adult life generally
- (iii) to understand their society and how it works.
- (iv) to strengthen the foundation of skill and knowledge on which further training and education can be built.

The curriculum, it was envisaged, would be based on a whole range of different centres and would make use of community resources. It was to be systematically evaluated in a pilot scheme. The UVP model was, in 1978, praised by the TUC, which, in its statement on education of the 16-18's,⁽⁵⁸⁾ made the point that integration of education and training was a desirable development, and in line with its own aims of seeking to provide young people with a broad and balanced introduction to working life. The DES evaluation of UVP pilot schemes is currently being undertaken; a report is expected in 1980. The indications are that the schemes are proving satisfactorily successful.⁽⁵⁹⁾ Whether the outcomes of the scheme will stimulate the extension of the unified approach into other fields normally catered for by the standard day release system remains to be seen.

The Consultative Document 'Better Start in Working Life',⁽⁶⁰⁾ in its support of the UVP approach for those 'below craft level', has stimulated considerable discussion; several bodies are at the time of writing involved in working parties leading to the production of statements within the period of consultation.

The indications are that reactions are mixed, some regarding the proposed curriculum approaches as limited and impoverished, others as imaginative.

The influences of the joint DE/DES operations have already been considerable, in their wider effects on the curriculum. AM 12/77 'Links between Industrial Training and Further Education',⁽⁶¹⁾ outlined some of the recommendations of the newly established consultative group in respect of action outstanding from the planning group on links between TSA and DES, set up jointly in 1974.

It recommended practical and effective arrangements within the structure of each RAC for discussion with TSA, ITB's and the education service of policy issues and major changes in education and training provision. Such a system for discussion and consultation should be set up if not already existing. In addition, it proposed that advance notice be given to the Further Education sector by TSA and ITB's of relevant plans for local

development, and that ITB's encourage employers to consult more closely with colleges on selection, education and training. When training recommendations were under preparation by the ITB's, it was emphasised that steps should be taken to involve all relevant educational interests at the outset, in order that further education curricula might be more easily dovetailed with training. It also recommended that the machinery set up under AM 25/67⁽⁶²⁾ for the joint planning of industrial training and further education be reviewed.

The joint planning system had produced substantial changes in the curricula in further education courses associated with training during the 1966-72 period. However, indications that the system was not working as effectively as had been hoped necessitated the review reported in AM 12/77. The review was undertaken by the consultative group on further education and industrial training, which concluded that following recent steps taken to ensure earlier involvement of the education service the procedures were operating satisfactorily.⁽⁶³⁾

While the joint operations of the DES/DE are clearly producing positive and important measures, particularly in respect of unification of the training and educational components of vocational preparation, the effects, in practice, of these measures on the development of the day-release curriculum remain to be seen.

CHAPTER 5: POLICIES AND PRACTICES OF THE PRINCIPAL EXAMINING AND VALIDATING BODIES

The examinations 'system' in Further Education, shaped and implemented by the policies and practices of a multiplicity of independent examining and validating bodies, is characterised by wide variations both in methods of course construction leading to examinations, and in design and organisation of the examination process itself. The Atholl report⁽¹⁾ (1928) recognised the central importance of an adequate examinations system in further education, claiming that examinations act as a powerful incentive to the part-time student, giving a goal, sense of purpose and the hope of vocational advancement. Its proposals were aimed at producing, through central coordination, an examinations system which was consistent yet flexible and responsive to industrial and educational needs. It recommended

- (i) that examinations should be under the overall control of the Department of Education and LEA's, and that examining bodies should act as agents of central and local government
- (ii) that the system of examinations should combine internal and external features;
- (iii) construction of syllabuses and examining work should be based on a system of advisory committees representing industry and commerce, teachers, LEA's and the Department of Education.

While some features of the Atholl recommendations are recognisable in the system, its underlying aims are unachieved. Inconsistencies in policy, combined with competitiveness, and the distortion which that produces, characterise the system despite recent moves towards rationalisation.

The examining and validating bodies for courses which may be taken under the day release mode are shown in Table 5.1. The principal bodies are normally considered to be the GCE boards, CGLI, TEC, BEC, Joint Committees, and RSA. There is little doubt that the examining and validating bodies exert the largest, single direct influence on the curriculum. The principal bodies, on the whole, cooperate with national policy, acting as vehicles for the implementation of official recommendations.

While some of the bodies (e.g. CGLI) are responsible for awards taken primarily through the day release modes, others (e.g. GCE) are responsible for awards which are taken primarily through modes other than day release. In the former case, policy and practice of the board is determined largely with day release students in mind; in the latter, policy and practice is determined primarily with reference to the majority target groups.

5.2 Relationships between the examining bodies

Attempts have been made to establish working relationships between the examining bodies, as far as possible.

The concordat between the Board of Education, CGLI and the examining unions, designed in the 1930's in order to produce cooperative rather than competitive relationships between the bodies, was renewed in 1965, in parallel with the establishment of the Council of Technical Examining bodies. The CGLI and examining unions are now working towards federation. TEC and BEC are administered by CGLI, which has relinquished its role as an examining body for technician level courses. The joint committees are being phased out, as TEC and BEC take over responsibility for Technician level courses.

RSA has never participated in any concordat arrangements. Nor have the GCE Boards. The professional bodies, of which there is a large number, have in many cases retained their own independent examining role at the non-advanced levels, despite attempts to draw examinations courses at this level into the patterns of courses coordinated by the principal bodies. There is, however, wide recognition by the professional bodies of the examinations of the principal bodies as exemptions for their own awards. The professional bodies are represented on the relevant Committees of the majority of examining bodies.

5.3 Developments in policy and practice of the principal bodies

Major differences exist in the extent and nature of the intervention of the bodies in the construction of courses leading to their awards. For example, CGLI, GCE, RSA have traditionally determined curriculum content centrally, through published syllabi, leaving the design of curriculum process and the organisation of teaching and learning to the expertise of the educational institutions within which the courses are offered.⁽²⁾

The role of joint committees, on the other hand, has traditionally been to administer a system in which colleges were given responsibility for devising their own National Certificate syllabi, curriculum approaches and examinations, the committee exercising central control over content, course organisation, assessment and, to a lesser extent, method, through their validation role.⁽³⁾ A similar role, but a fundamentally different approach, has now been adopted by TEC.

Table 5.1 Examining and validating bodies with responsibility
for courses which may be taken under day release

Union of Lancashire and Cheshire Institutes
 Union of Educational Institutions
 East Midland Educational Union
 Northern Counties Technical Examinations Council
 Yorkshire Council for Further Education
 City and Guilds of London Institute*
 Royal Society of Arts*
 London Chamber of Commerce
 Pitman Examination Institute
 Joint Committees*
 Business Education Council*
 Technician Education Council*
 Oxford and Cambridge Schools Examination Board*
 Oxford Delegacy of Local Examinations*
 Cambridge University Local Examinations Syndicate*
 Welsh Joint Education Committee*
 Southern Universities Joint Board*
 University of London Entrance and School Examinations Council*
 Northern Universities Joint Matriculation Board*
 Associated Examining Board
 National Examinations Board in Supervisory Studies
 A range of professional bodies

* Those bodies commonly regarded as the principal bodies

95

The majority of bodies have primarily concerned themselves with validation and determination of curriculum content, regarding curriculum process as the province of the professional educator in the college.

Despite fundamental variations in the policies and practices of the bodies, it is possible to identify common issues which are of concern to the bodies, and to discern some common lines of development in policy and practice which are reflected in curricula throughout the further education system. The many policy developments which relate directly to industrial change are of particular significance for the curriculum followed by day release students.

Movements may be identified, in the policies and practices of the examining and validating bodies, towards:

- (i) improved systems of consultation and cooperation with industry and the education services
 - (ii) alternative approaches in course design and planning
 - (iii) greater intervention in teaching/learning approaches
 - (iv) introduction of more flexible patterns of courses
 - (v) variation and extension of the range of assessment methods
- (i) improved systems of consultation and cooperation with industry and the education services:

Consultation with the interested parties characterises the established policies and practices of the majority of the examining and validating bodies. All of the major bodies have systems of policy committees, advisory committees and course committees on which the relevant interests are represented. The rate of industrial and educational change accompanied by the development of the national training system have drawn attention to the central importance of adequate and effective consultation procedures in ensuring that syllabi remain both methodologically acceptable to educators and, in the case of the vocational courses, relevant and useful to employers. Effective cooperation has, on the whole, proved easier to achieve with educational interests than with industrial and training interests.

While in the case of CGLI and Regional Examining Unions (CTEB) the formal machinery established under AM 25/67 attempted to facilitate cooperation and communication with the ITB's in respect of further education curricula, other bodies developed their own systems for linking with training bodies and maintaining contact with their developments.

There is evidence that, in recent years, the need for rationalisation and improvement of the existing systems of representation and consultation has been given attention by many of the bodies, particularly in respect of the involvement of the training bodies, professional bodies and wider industrial interests.

The statement of AM 12/77 concerning the reinforcement of the systems set up under AM 25/67 in respect of joint planning between CGLI, REB's and the training bodies, is illustrative of the trend towards improved cooperation and communications in this sphere. Recently established bodies such as TEC and BEC have been able to build in, at their inception, joint planning and consultative machinery geared to present needs.

(ii) alternative approaches to course design and planning:

The predominant features of traditional approaches to course construction have characterised the course design and planning of most of the long established examining bodies. Particularly in evidence have been the features of:

- (i) standard content-based syllabi, i.e. syllabi, constructed in advance of the course, based on identification of knowledge to be transmitted. The content is selected, in most cases, against the criteria of educational level of target group, available resources and, in vocational courses, needs of current or future employment. (4)
- (ii) 'grouped' course structures, requiring students to undertake, in parallel, a predetermined range of subjects, and requiring simultaneous passes in all.

A range of factors, including the obsolescence of knowledge, changing patterns of employment, the expansion of opportunities for continuing education, and advances in educational methodology, have combined to render course provision based on these and other traditional design features, less appropriate, and less effective under modern conditions. Recognition of the limitations of these traditional approaches has been reflected in some fundamental changes in the approaches to course design among the major examining bodies. Of particular significance are:

- The introduction of syllabi based on the identification and analysis of learning objectives, in the affective and psychomotor, as well as the cognitive, domains.

- The introduction of unit-based or modular courses

The 'learning objectives' approach to syllabus construction may now be found in TEC and BEC courses* and selected CGLI courses, among others.

There is also some evidence of a limited degree of expansion of the system of local development of curricula by colleges in consultation with the interested parties, curricula being submitted for endorsement to the examining body. This approach has formed a central feature of TEC policy and to a lesser extent, that of BEC, since their inception. It is also allowed, and in some cases, encouraged by bodies such as RSA and the GCE boards.

(iii) Increased intervention in teaching/learning methods:

It remains the policy of the majority of examining bodies to confine themselves to considerations of course structure and content, leaving determination of teaching and learning methods and their interplay within the curriculum process to the expertise of educators in the colleges.

CGLI and RSA, for example, have rarely indicated teaching and learning methods, beyond the provision of general guidelines to indicate the desirable balance between practical and theoretical work. Joint committees, while exerting a stronger control of timetabling and course balance than many of the other bodies, also steered clear of close definition of teaching and learning approaches.

There is some evidence that the alternative approaches to course design, already described, have introduced difficulties into the established practice whereby content is determined independently of teaching/learning approaches. They have, in some respects, necessitated greater intervention on the part of some of the examining bodies in teaching and learning methods.

Again TEC/BEC have taken a lead in recommending the use of less traditional approaches and in producing explicit guidance notes on teaching and learning for educators involved in the development of the new TEC courses.

* Table 5.2 indicates the structure of TEC courses based on the module system, and undertaken through the day release mode.

EXAMPLE OF BEC CERTIFICATE BY PART-TIME STUDY

BEC Second & Third level awards	Diploma	Cert.	OM	OM	OM	OM	Year Three
			CM	CM	CM	OM	Year Two
			CM	CM	CM	OM	Year One
First level awards	Diploma	Cert.	OM	OM	OM	OM	Year Two
			CM	CM	CM	OM	Year One

Key CM Core module
 OM Option module

EXAMPLE OF TEC CERTIFICATE BY DAY-RELEASE STUDY

SU/HC*		SU/HC*		SU/HC*			
SU/CD							
SU/CD*		SU/CD*					
TEC CERTIFICATE							
STEC	STEC	CU	CU	G&C	Year Three		
CrU							
STEC	STEC	STEC	CU	G&C	Year Two		
CrU	CrU		CrU				
STEC	STEC	STEC	STEC	G&C	Year One		
CrU	CrU	CrU	CrU	CrU			

Key

CU College Units

CrU Credit Units

G&C General & Communication

STEC TEC Standard Units

SU/CD Supplementary Units (Certificate/Diploma)

SU/HC Supplementary Units (Certificate/ Higher Certificate)

* The units within broken lines indicate how supplementary units, taken separately, could contribute to another award

As well as encouraging innovation and experimentation in general terms, TEC has made specific recommendations concerning the introduction of adequate tutorial arrangements and the use of 'self-instruction' methods.⁽⁵⁾

Other bodies retain their reticence, within established courses, to introduce developments which may be construed as over-constraining to professional educators or as encroaching upon their role. There is some evidence, however, that some of these bodies are introducing, in newly developed courses, a higher degree of guidance on teaching/learning than has hitherto been the case.

City and Guilds, for example, has outlined teaching/learning approaches in the syllabus for the newly developed Certificate in Communication Skills.⁽⁶⁾ RSA, too, occasionally advocates the use of particular innovative teaching/learning methods in cases in which these are thought to be particularly appropriate. The GCE Boards, in introducing curricula such as those based on Nuffield approaches or integrated approaches, have given greater attention to teaching/learning approaches than would be the case in the standard syllabi.

(iv) Introduction of simplified and more flexible course patterns:

The need for rationalisation of provision in the further education sector has long been recognised. Rationalisations introduced recently in the course patterns of those examining and validating bodies which have responsibility for a substantial proportion of current provision, have improved the situation considerably.

The recent review undertaken by CGLI of its own role and provisions, has resulted in formulation of a strategy which has produced a range of developments, including:

- construction of a pattern of courses embodying easier transfer and opportunities for progression, e.g. at the lower levels from vocational preparation provision to courses carrying CGLI qualification; at higher levels from courses carrying CGLI qualifications to advanced and degree level courses.
- extension of joint certificates for training and education achievement
- development of credit systems whereby successes may be carried forward.⁽⁷⁾

The establishment of TEC and BEC has, in itself, produced a degree of rationalisation in the existing range of commercial and technician level courses.

The policies of the Councils in respect of variety in admission requirements, awards based on credit accumulation, etc. are clearly directed towards flexibility in access to, and progression within, courses. These developments go a long way at the policy level, at least, towards removing the rigidities associated with the National Certificate system. In particular it removes those which tied awards to particular modes of study, in a way which made it impossible to obtain certain qualifications by part-time study, regardless of ability and potential.

The move towards rationalisation of provision is an established trend which is likely to continue, with particular attention being paid to the necessity of obtaining a greater degree of recognition by the professional bodies of the courses of the major examining and validating bodies, and of obtaining a greater degree of cooperation between the major boards.

The new course patterns proposed for the GCE system at 16+ and 18+ form part of a wider rationalisation trend in 16-18 education; these are, however, now in abeyance and their long-term future is uncertain.

(v) Variation and extension of the range of assessment methods:

The predominance of formal examination and assessment methods based on the administration of formal examination papers at predetermined points in courses, has traditionally characterised the practices of the principal examining and validating bodies. The importance with which advances in assessment techniques and methods is regarded as evident in developments in policy and practice in this sphere.

The main developments indicated are:

- (i) extension of the range of assessment techniques used in courses, with particular emphasis on continuous assessment
- (ii) improvement of the objectivity of examinations
- (iii) reduction of emphasis on formal examination procedures

CGLI, for example, in line with its policy that each candidate should sit an examination which is as fair and just as possible and that 'the right things are tested in the right way', has paid particular attention to the close definition of examination objectives, and the introduction of a wide range of examination techniques spanning the whole range from internal assessment of college based projects, to external assessment of externally set written papers is a central feature. (8)

The improvement of objectivity has been attempted with the wide introduction of objective testing, together with experiments in the construction of indices by means of which performance in other types of examination question might objectively be assessed.

The introduction of objective testing, and extension of the range of assessment procedures, including the introduction in appropriate cases of Mode II and III assessment, have also characterised the recent developments of, for example, RSA and GCE examining bodies, albeit to a lesser extent than is the case in CGLI.

TEC and BEC policies on assessment stem from the principle enunciated by the Haslegrave Committee to the effect that the student who meets the admission requirements for a programme, and who studies reasonably hard and well, should be entitled to be successful in his studies.⁽⁹⁾ TEC recommends that:

- assessment should be related to the aims of the programme as a whole and to the learning objectives of individual units.
- the choice of assessment methods is determined by the College.
- adequate recognition is given to students' work during the course.
- an undue emphasis on formal examinations is avoided.
- a credit system is operated whereby a student failing any part of the course needs only to retake the part failed. Credits from parts of the course successfully completed may be accumulated.⁽¹⁰⁾

5.4 General Studies

In addition to the general trends in policy and practice which have been identified, those examining bodies responsible primarily for technical courses have developed policies and practices in respect of General Studies which are of particular significance for the curriculum.

In 1970 CGLI adopted the policy whereby General Studies was to form an integral part of courses based on its syllabi. College principals, it stated, would be required to certify at the time of entry that all internal candidates had satisfactorily participated, in order to enter.⁽¹¹⁾ Prior to that CGLI had merely stressed the desirability of General Studies. It demonstrated the importance it attached to General Studies in its publication of 1970 in which it recommended that:

- General Studies courses should provide for related groups of students from various fields of technical study.
- within the 330 hours a year for a part-time technical course, 90 hours was a reasonable allocation for General Studies (to be

shortened if and when the college session was shorter. A minimum of 60 hours was specified.)

- the aim of General Studies should be the expansion of the linguistic resources of the student, development of discrimination and judgement and growth in social skills.
- General Studies should be characterised by relevance to individual students.
- should combine cognitive - affective elements in teaching methods.
- should not be regarded as a 'subject', but as an approach which should be adopted as a feature of the treatment of all subjects.
- should be assessed by the colleges, by modes considered appropriate by them.⁽¹²⁾

Selection of content and treatment was considered to be the responsibility of the educators concerned.

However, the recurring problems of confusion of aims and content of General Studies courses, and the frequently conflicting attitudes of those who are party to it, including employers, continued. In the light of representations, both from colleges and from employers, the Institute in 1974 reviewed and upheld its policy and practice.⁽¹³⁾ The Institute has been prompted by this review, and by its collaborative work with ILEA, to develop the recently introduced examination schemes in communications skills.⁽¹⁴⁾ This development has been the subject of considerable discussion and deliberation, since it is seen by many as conflicting with its non-examination policy in General Studies.

The Certificate in Communication Skills has now been launched. It remains to be seen whether the teaching, which may take place in General Studies and/or Technical Studies time, results in a disproportionate and major reduction in the time available for non-assessed General Studies for many students, or whether it acts as an effective integrative element between General Studies and Technical Studies.

TEC, too, has acknowledged the importance of General Studies in its policy statements and has stated that 'general and communication studies' should be an integral feature of its programmes.

'The Council recognises the importance of including studies which complement the technical and vocational content of the students' programme and broaden his perspectives. It stresses the need for students to communicate clearly, in numerical and graphical terms as well as verbal.'

Communication studies, it suggests, will frequently be an aspect of the technical studies undertaken by the student.⁽¹⁵⁾

The concept of the integrative function of general and communication studies is similar to that adopted by CGLI. TEC suggests that general and communication studies should not necessarily be concentrated in separate units but suggests that the association of material with technical and vocational content can be highly effective. This development and that of the Certificate in Communication Studies, may be viewed either as another manifestation of the progressive vocationalisation and narrowing of the curriculum, brought about under the pressures of the voluntary system, or alternatively, as a legitimate and valuable approach in a social context in which activities designed to raise levels of aptitudes and skills are an appropriate educational adjunct to those seeking to transfer existing knowledge or initiate into modes of thought.

The policies and developments do, on the whole, indicate the acceptance by examining bodies of General Studies as an essential element in Technical Courses.

5.5 Influences on the Day Release Curriculum

That the policies of the examining bodies, by their determination of course framework and structure, are dominant influences in curriculum, is undeniable.

However the conversion of a course syllabus into the curriculum experienced by students is a complex process of interpretation, and the influences of changes and trends in the policy of the examining bodies on the curriculum in practice are difficult to discern. On the basis of the limited evidence available, some observations may be made concerning the influences of the major policy developments on curricula followed by day release students:

There is little doubt that the content-based approach to course construction, combined in some cases with a grouped structure, has contributed, to a large extent, to the emphasis on intensive instruction in day release courses, as well as to the high failure rate and therefore slow progress towards qualification experienced by many students.⁽¹⁶⁾

It might therefore be expected that the trends indicated, particularly those relating to learning objectives and credit accumulation, will affect the curriculum in practice both in lessening of emphasis on instruction and 'covering content' and in enabling quicker progression through courses, with repetition only of those courses failed.

Similarly, as a result of modularisation one might expect greater individualisation of study to be apparent in college curricula.

The evidence available, however, suggests a certain resistance to change among the staff responsible for curriculum development. S.M. Kaneti Barry's study of the introduction of the new craft studies syllabus indicated in the early 1970's the tendency for teachers to transfer old practices to new situations without fundamental reappraisal of the curriculum, even where significant changes are indicated in the principles underpinning the syllabus.⁽¹⁷⁾ The tendency to force new syllabuses into traditional moulds has also been observed by Deasy.⁽¹⁸⁾

Curriculum development is not, on the whole, established as common practice in the further education sector,⁽¹⁹⁾ and further education has not risen wholeheartedly to the challenges presented, for example, by TEC and BEC in terms of curriculum innovation. It is significant that curriculum development is most in evidence in areas such as General Studies in which the influences of the examining bodies on structure and design is at a minimum.⁽²⁰⁾ The dominance of the examining bodies, it has been suggested, has in the past acted to inhibit curriculum developments. It is perhaps unrealistic, therefore, to expect an explosion of curriculum development activity at a time when the changing policies of the examining bodies necessitate it.

The result of its absence is, however, curriculum confusion.

The constraints on time operating in day release courses tend to inhibit even further the curriculum development process, compounding the problems associated with curriculum change. There are indications that the greater availability of time under the block release system can alleviate some of the problems. However, there is still resistance among many employers to block release, for practical reasons associated with cost and the disruption of production.⁽²¹⁾ It is unlikely that block release will replace day release in the foreseeable future.

The policies are clearly, however, having the desired influences in the curriculum in day release courses in

- (i) the reduction of average length of time of study, and the amount of material repeated
- (ii) the progression of the curriculum to more advanced or broader qualifications, the restriction on modes of study having been removed at the key level of technician qualification.

The dearth of systematic study of the features of the curriculum in practice in day release, and their relationships with policy developments of the examining and validating bodies, is a matter for concern, particularly in the context of the fundamental policy changes at present under implementation.

CHAPTER 6: POLICIES AND PRACTICES OF THE TRAINING BODIES

6.1 The national training system

Developments in training have influenced most strongly those further education courses which are associated with 'substantial' training.

Training bodies can neither recommend nor determine the content and method of further education courses associated with training. They can, and do, however, influence the curriculum in further education courses:

- (i) through the machinery of AM 25/67, reinforced by AM 12/77, whereby training developments are communicated to joint advisory committees of CTEB which consider changes necessitated in the further education curriculum.
- (ii) through their wide representation on the major committees and working parties of the principal examining and validating bodies.
- (iii) through the powers to recommend courses appropriately undertaken as associated further education, and to withhold their recommendation from courses considered inappropriate.

The links, at a national level, between the Department of Employment, Department of Education and Science and the Manpower Services Commission, and at the regional level, the RAC-coordinated links between the education services and regional training interests also produce interaction between the further education and training sectors which is inevitably reflected in curriculum developments.

Prior to the 1973 Act, training policy was largely determined, within the ITB sector, by the ITB's themselves, each acting independently within their own industry and responsible to the Minister of Labour. The Central Training Council acted in an advisory role (with no executive powers) to the Minister of Labour.* Training policy in the non-ITB sector was determined by a variety of Training Councils and bodies independent of government

Following the 1973 Act, the establishment of the Manpower Services Commission, with executive responsibility, through TSA, for coordination and management of training services in both ITB and non-ITB sectors, has produced a two-stage approach to the planning of training, designed to produce an integrated national manpower policy.⁽¹⁾

* cf p. 19

The national training strategy of the MSC is directed primarily towards helping industry to satisfy its need for skill.⁽²⁾ In particular it is concerned with assisting economic expansion and restructuring of industry by ensuring that these are not held up by skill shortages in key areas. Its strategy in relation to young people entering the employment market has two central thrusts:

- (i) to assist unemployed young people to prepare for work and enable them to compete for jobs.
- (ii) to assist the systematic recruitment of young people for occupations requiring lengthy training, moving from ad hoc to effective permanent arrangements.⁽³⁾

This strategy is manifested in a programme for young people in 16-19 age range which includes:

- the youth opportunities scheme
- a system of incentive grants to support training in industry, now superseded by a programme of interboard cooperation designed to secure systematic recruitment for training.
- the development of vocational preparation programmes

TSD, in considering education and training plans from both ITB and non-ITB sectors, considers how they relate to the national industrial training strategy. Training approaches are encouraged which are characterised by:

- agreement of proper standards
- systematic planning of training and education in occupations requiring lengthy training
- innovative approaches to the construction of combined programmes of education and training
- flexible entry ages
- opportunities for later acquisition and updating of skills⁽⁴⁾

The main developments in systems of training for young people in employment, produced on this basis, are in the sphere of transferable skills.

- (i) The introduction and reconstruction of specific training systems at
 - craft)
 - technician)
 - clerical) levels⁽⁵⁾
 - operator)

- (ii) Reduction of the period of apprenticeship training.⁽⁶⁾
The period of apprenticeship training has progressively been

reduced from an average of 5 years to an average of 4 years, 3 years being the minimum period. The proposals of 'Training for Skills' stated last year that the time serving principle in apprenticeship should now be abandoned, the completion of apprenticeship being determined by achievement of the necessary skill levels.

The influences on the further education curriculum of these developments have been substantial. Their primary effects have been:-

(i) reduction of practical content

Practical content which might be construed as training and which overlaps with training undertaken in firms and training centres, has been removed from many further education courses. This process is best illustrated by the phasing out in the early 70's of craft practice courses, and their replacement with more theoretical craft studies courses, providing a more generalised framework of knowledge relevant to training. Alterations in content and aims of the syllabus and in the requirements of the individual firms are ultimately reflected in adjustments in teaching/learning methods, administrative procedures, and attitudes and practice of teaching staff. That these adjustments are not achieved without difficulty is indicated by S.M. Kaneti Barry's⁽⁷⁾ study of the introduction of the new craft studies course in engineering. Fundamental changes in course construction pre-suppose widespread and uniform training. If this is not the case a situation arises in which one course is catering for several target groups, differentiated in terms of the degree of knowledge or skill already acquired in off-the-job and on-the-job training. There is some evidence that difficulties in this direction are resulting in reintroduction and extension of training and practice elements in some courses..⁽⁸⁾

(ii) reduction in the (average) length of further education courses

Although in the past young people could, in theory, obtain a craft or technician qualification in further education in the same standard time which applies now, in practice very few students did obtain their qualifications in this time; there is evidence of a substantial proportion taking as long as 5-8 years to complete non-advanced courses.⁽⁹⁾ With the improved link with rationalised training systems, this type of progress towards a qualification is clearly inappropriate, and in practice the time taken to achieve

basic qualifications has been progressively reduced, through changes in curriculum organisation and design, to a norm of 3-4 years.

The proposals outlined in the EITB's IP 49⁽¹⁰⁾ to reduce the post-school period of craft education and training still further to 2 years, are not likely to be implemented. They have, however, raised issues of considerable importance in respect of the preparation for training and employment in the later years of initial education.

Within expansion and rationalisation of training provision, the growth has taken place of a number of characteristic types of training developments which have specific implications for further education in 16-19 age group. Some of the most significant of these will be outlined in the following sections.

6.2 Specific training developments: their influences on the day release curriculum

The introduction of a period of off-the-job training in the first year of craft and technician apprenticeship was designed to provide a foundation of basic skills and knowledge on which subsequent specialisation may be built. It was an early training practice subsequently adopted and promoted by a large number of boards.

The one-year off-the-job basic training course led to the introduction of a one-year basic stage designed to complement the training component in many of the associated further education syllabi. The introduction of the CGLI (500) Basic Course in Engineering is perhaps the best known example of a first stage course designed to match first year off-the-job training.

Integrated basic courses were in operation, albeit on a limited scale, before the establishment of the Industrial Training Boards.* This model of first year training and education was adopted by many of the boards as one which was appropriate for the first year of craft and technician courses. In theory, the joint planning of the education-training components as inseparable elements implies a transformation of the further education curriculum; indeed the further education curriculum ceases to exist as an entity. In practice, however, difficulties caused by separation of finance and responsibility for the two components, and conflicting attitudes of education and training staff have limited the effectiveness of the courses in terms of their intended integration.⁽¹¹⁾

* cf p. 66

Module schemes in craft training pioneered in the early stages of the ITB's operations, by EITB, HCITB, CITB among others, have also become widely adopted. Under module schemes, modules of on-the-job training, affording opportunities for acquisition of skills under controlled conditions and accompanied by planned experience, are taken as a second stage to craft training. A minimum of two modules must be undertaken in order to achieve craftsman status, with possibilities of adding further skills through subsequent modules.

The module system has considerable implications both for current and future practice in training and education. Perry claimed that it was revolutionary:

'(the module system) represents the results of an attempt to go back to first principles, to break the task of training down into its constituent parts, to define the objectives, and to devise the most appropriate methods of reaching these objectives by the most direct and economical means. It recognises the need to attune the training process to a technological and scientific environment of rapid change and obsolescence. It acknowledges the growing complexity and specialisation of modern industry, and the imperative need to build flexibility and adaptability into the training process, both for the sake of ease of up-dating and retraining the individual, and of keeping industry competitive. It indicates that Training Board thinking, from the outset, went one step beyond acknowledging the need for periodic retraining, and accepted the principle that the working process itself is one of continuous adaptation to changing conditions, which can be greatly improved and accelerated by the modular techniques.'⁽¹²⁾

The introduction of the module system necessitated restructuring of many further education courses in the post-basic stages, in order that a range of further education options might be offered as appropriate complements to the variety of specialist modules undertaken by trainees.

Although the modular training approaches of boards such as EITB, CITB, etc. are the most widely known, other schemes of craft training have been introduced which have required different types of restructuring in further education courses.

RTITB, for example, introduced training courses characterised by periodic college-based integrated courses of education and training, alternating with on-the-job training in which specialisations were developed in conjunction with associated further education.⁽¹³⁾ Shipbuilding ITB

introduced a scheme based on planned experience in productive work, covering a wide range of skills, as the follow-up to a period of off-the-job training. In this type of scheme clearly there is less possibility of 'dovetailing' the associated further education course closely with training. (14)

Looking to the future, in the field of craft training, much discussion is now centring on the possibilities of reducing the length of basic training and following it with frequent short modules for retraining and updating. Such developments would have considerable implications for further education, suggesting perhaps periodic models of education, training and work quite different from those in existence at present.

In technician training, the implications of training policy and developments for further education are less clear. Haslegrave's ambivalence concerning the need for close integration between training and education is reflected in the relatively loose correlations between training developments and further education curricula. (15) The influences of training policies and developments are correspondingly difficult to identify.

A typical model of an industrial training scheme promoted by training bodies for technician training has three main components:

- (i) Basic training, carried out in a first year off-the-job training centre
- (ii) General training completed on the job whilst working in a number of departments selected for their relevance to the intended post
- (iii) Objective training on-the-job designed to provide trainees with specific skills and knowledge required for the first appointment. (16)

The widespread introduction of this type of systematic training scheme in the late 1960's necessitated an immediate review in the further education sector of some existing National Certificate and City and Guilds schemes. The need for adaptation and extension of their content to match fields of training was clearly recognised.

The subsequent introduction of TEC and BEC and the reconstitution of the pattern of courses for technicians has made it possible for national training developments and policy to be built into the construction of TEC courses, where appropriate.

e.g. CEEB/TEC joint operation has recently produced a TEC scheme incorporating 50 units, including some non-college-based units, designed to match technician training in the range of fields covered by CEEB. (17)

The policy of TEC to the effect that schemes should be developed by colleges in partnership with local employers allows, in theory, local interpretations and adaptations of training policy to have their influences on educational provision. In practice, there is some evidence that this process of liaison and cooperation is less effective than had been hoped.⁽¹⁸⁾

In the sphere of clerical and office training, developments in training policy and practice have moved more slowly. The implementation of systematic training schemes in the 16-19 age group is still insufficiently widespread to have produced any major change in related further education courses. In the past, employers have tended to depend largely upon the colleges to provide the training as well as the educational component. To an extent this practice continues although in-company training is being stimulated by the development of training packages, and group training centres are now being established.

The main developments in clerical and office training have been necessitated by the effects of technological advance in office systems and machinery e.g. mechanisation, computing, wordprocessing.

In contrast with the craft training field, influences of developments in training have been to produce a more, rather than less, practical orientation in courses such as the Certificate in Office Studies (now superseded by BEC General Certificates) and RSA courses. Where training developments produced overlap, this tended to be duplication of content rather than approach, and in many cases the problem was overcome by the introduction of joint integrated schemes of education and training, leading into later stages of the further education course, which were subsequently taken by day release.⁽¹⁹⁾

In BEC courses, as in those of TEC, the planning system in theory allows for training policy developments to be given due consideration in course construction. However, there is less evidence of responsiveness to training developments in BEC courses than there is in RSA courses.⁽²⁰⁾

Although developments in the introduction of systematic operator training have been taking place for some time, the implementation of training schemes provided by the Boards and other training bodies remains far from extensive. EITB, for example, showed that approximately 5% of operator level staff received systematic training in 1976/77. Few received day release.⁽²¹⁾

City and Guilds, the main providers of the operator courses, have found relatively little demand for the courses at this level.⁽²²⁾ As in clerical and office training, those employers who have recognised the need for substantial operator training have often regarded the further education courses available as an alternative rather than adjunct to company training. Training developments have therefore not had sufficient impact to produce widespread fundamental change in the available further education courses.

Training developments have however produced some restructuring of operator courses, mainly in terms of removal of some of the more practical elements, and extension of the framework of knowledge and skills provided by the course. It has been suggested that operator courses have been progressively 'upgraded' in academic terms, to the point at which their appropriateness for the average employed operative is now considerably reduced.⁽²³⁾

CHAPTER 7: SOME THOUGHTS CONCERNING FUTURE TRENDS

It is claimed that the contextual, conceptual and structural elements of change, identified by E.J. King^{*} are instrumental in producing the trends towards:

- vocationalisation
- democratisation
- periodicity
- egalitarianism
- deschooling

which are emerging throughout post-compulsory education in the Western European context.⁽¹⁾ There is little doubt that these trends are, to some degree, reflected in the developments in policies and practices associated with day release courses and curricula, and described in earlier chapters.

The most significant areas of change with direct and immediate implications for courses and curricula followed by day release students are:

- the effect of advancing technology on occupations and skills
- decline of traditional industries and growth of new industries
- changes in the structure of the labour force

The effects of change in these areas have been demonstrated in many of the developments already described.

The stimulation, by the rising demand for technological manpower, of the need to raise levels of technical skill in all strata of the workforce has underpinned the general trend towards the extension of post-school vocational provision. The reconstruction of the pattern and form of craft, technician and operative courses; the subsequent reorganisation of technician courses necessitated by the effects of advancing technology on the roles of those employed as technologists and technicians; the introduction of more flexible systems of education and training affording opportunities for up-dating and retraining through postponed specialisation and modularisation, all provide specific examples of influences on the education and training systems of the recognition of the need to produce, among young people entering the workforce, the capacity to meet the demands created by advancing technologies.

* cf p. 56

The flexibility embodied in these, and other, education and training developments can also be attributed, at least partially, to recognition of the need to match the skills and aptitudes of the workforce as a whole, to the changing patterns of industry, as a means of avoiding the economic dangers of delay caused by skill shortage in new and emerging industries, and the social dangers of skill surplus and unemployment in the declining traditional industries. The recognition, too, of the need to motivate increasing proportions of young people towards continuing education and training in some form, reflected in the growth of schemes such as Youth Opportunities and UVP, and the arrangements for improved access to, and progression and transfer within, the variety of forms of full-time and part-time educational opportunity available, stems partially from the effects of the continuing shift in the balance of the labour force, which is characterised by increasing proportions of employees in the skilled occupations, and declining proportions in the unskilled occupations.

The forecasts of the MSC indicate, albeit tentatively, that the employment trends established will continue for some time.⁽²⁾ That the likely effects of this continuation on the curriculum both in education and training are under discussion is evident from the proliferation of consultative and other papers on provision for the future emanating from the training boards and educational bodies.

The indications are that the potential effects on the day release curriculum of these continued trends will include:

- increased provision for flexibility and transfer within and between courses
- further reduction of the period of initial education and training, and increased frequency of subsequent periods of retraining, updating and acquisition of new skills and knowledge
- increasing emphasis on broadened vocational content and vocationalised general content
- further integration of the elements of education and training
- greater flexibility of mode
- increased emphasis on orientation towards continuing education (e.g. greater emphasis on acquisition of learning skills and development of attitudes appropriate to continued learning)
- extension of availability of curricula options linked with new and emerging fields of occupation
- improved access to existing and alternative forms of provision for the socially and educationally disadvantaged.⁽³⁾

SECTION III

DAY RELEASE: ITS EFFECTIVENESS
AS AN EDUCATIONAL MODE

CHAPTER 8: AN ANALYSIS OF EVALUATIVE STUDIES

Evaluative studies in all spheres of education serve to assess the effectiveness of aspects of educational provision in terms of their outcomes, that is, the changes which they produce in the individuals and circumstances associated with them. Criteria against which effectiveness may be judged depends on the evaluative model adopted, of which the advances in educational methodology of the last decade have produced many.

Evaluative studies describe a unique set of conditions and variables pertaining at a particular time, which are unlikely to be reproduced elsewhere, and are subject to considerable variation. The generalisability of any evaluative study is necessarily limited, although, of course, principles may, on occasions, be drawn from them.

Evaluations of provision in non-advanced further education engaged in by day release students, are numerous. They range from studies of the effectiveness of whole systems to studies of specific teaching and learning activities within individual courses.

They include, on the one hand, analytical and systematic studies of, for example, measured outcomes against predetermined criteria and/or attitudes and opinions of participants, and, on the other hand, descriptive studies based on the experience of practitioners and others involved in the teaching/learning and decision-making processes.

The intention of this chapter is to examine and draw together the most significant and the most recent studies as a basis for identification of some factors influencing the effectiveness of day release as a means of continued education for young people in employment. The nature of evaluative studies, outlined in the preamble, suggests a cautious and tentative approach, particularly in view of the rapid rate of change occurring in the further education field during, and in some cases after, many of the studies were undertaken.

The examination of the process of evolution of day release and its current practice reveals a series of issues, assumptions, claims and expectations concerning the contribution of day release to the quality of life and work of the young people for whom it is designed, and to the economic and social functioning of the society of which they are part. In the emergent discussions of the strengths and weaknesses of the day release system, recurrent themes may be identified which have pervaded, and have to some extent shaped, the development of provision:

- (i) Relevance of provision
 - linkage with industrial training and practice
 - relevance to the life and work of young employees
 - relevance to the needs of employers
- (ii) Selection and placement in day release courses
- (iii) Motivation of day release students
- (iv) Student progress and achievement
- (v) Quality of the educational experience
 - teaching and learning approaches
 - contextual influences
- (vi) Effectiveness of day release as an 'alternative route'
- (vii) The comparative merits of the day and block release modes
- (viii) The cost effectiveness of day release provision

Each of these aspects of the education and training of young people following day release courses will be examined in the light of studies which contribute to their analysis and description.

8.1 Relevance of provision to the needs of young employees and of industry

The relevance of provision to the vocational and social needs of young employees, and to the needs of their employers, is a theme which has underpinned the development of day release provision since the system's inception.

Relevance of provision may be regarded, in a narrow sense, as the extent to which the courses relate to, and link with, current and subsequent industrial training and practice.

Relevance may be considered, more widely, in terms of the extent to which provision relates to aspects of student's life and work beyond the satisfactory performance of the work skills in which he is immediately occupied.

Evaluative studies have attempted to assess the relevance of provision in its variety of interpretations. There are considerable difficulties associated with the construction of criteria by which relevance may be assessed. Most investigations which have attempted to tackle questions of relevance in any depth have tended to use the observation and, in some cases, measurement of the perceptions of parties to the educational process, i.e. those of students, teachers and employers, as the basis for their analyses concerning the effectiveness of provision in this respect.

8.1.1 Relevance of provision to industrial training and industrial practice

The emphasis which has been placed on the need to improve the relationship between the education service and industry both in terms of curriculum planning, student support and the organisation of provision arises from an acknowledgement of the weaknesses which exist in the linkage between day release provision and industrial training. The weaknesses are certainly apparent in the findings of the available studies of the working of the day release system.

A major area of difficulty indicated in the studies arises in connection with the conceptual and organisational separation of education from training. Ryrie and Weir, in their recent study of the education and training of 388 craft and technician apprentices in a selected area of Scotland, produced some interesting results concerning the perceived relevance of the education component to training activity.

They found that in off-the-job training schemes in which training was received in training centres, college teachers and training centre instructors each had little knowledge of the activities of the other.⁽¹⁾

In addition, with practical content removed from the syllabus and little knowledge of the ground covered in training, teachers frequently found difficulty in motivating students towards the more theoretical aspects of the work, while instructors were often inhibited from introducing theoretical considerations into training.⁽²⁾

Ryrie and Weir further claimed that practitioners frequently experienced difficulty in seeing their work as a 'meaningful whole'. Students perceived unnecessary overlap between the college and training centre, were uncertain about the purposes of the two different centres and were confused by their separation. The difficulties caused by divorce of the elements of practice and theory were also noted by students, who registered some dissatisfaction about the sequence of their studies and the ways in which the theoretical and practical aspects related to each other.⁽³⁾

Only a minority of further education teachers felt that the work of the training centre and Further Education College matched each other well, while some instructors felt that further education often overstepped the 'dividing line' and attempted to take over some of the functions which were the responsibility of the training centres.⁽⁴⁾ A large proportion in both groups felt that it was not possible to make a clear distinction between education and training, but felt that there should be a greater measure of cooperation between training centres and colleges. The problem, it was recognised, was one of how to 'get together' to communicate.

The problems of matching education to on-the-job training and to industrial practice are illustrated in the work of, for example, Pateman,⁽⁵⁾ Ryrie and Weir,⁽⁶⁾ Singer and MacDonald,⁽⁷⁾ Moore.⁽⁸⁾ Ryrie and Weir's study, based on the engineering and motor vehicle industries, revealed that training on-the-job was variable, and was seen by some students as unrelated to the technical college courses.⁽⁹⁾ That this variability and lack of correlation is not confined to these industries is suggested by Pateman's follow-up study of day release agricultural students at Oxfordshire Technical Colleges, undertaken in the early 1970's. Pateman found that students perceived little relationship between day course instruction and the work which they were required to perform on the farm.⁽¹⁰⁾

The problem indicated by these studies tends to be exacerbated by the practice whereby colleges allocate students to courses according to their ability, while firms allocate them to grades according to the firms' requirement. This results in a significant number of apprentices taking, for example, technician courses while their on-the-job training is at craft level.⁽¹¹⁾

Moore's study of the attitudes and performance of 867 technician and craft apprentices following day and block release courses, undertaken before the craft practice syllabuses were withdrawn in the late 1960's, revealed that the vast majority of apprentices considered that methods learnt in workshop practice differed in some respects from methods used at work, a large proportion considering that they differed a great deal.⁽¹²⁾ The results also suggested that some students took the view that the volume of the content to be learned in the educational courses was too great, much of it being perceived as not directly applicable to their work.⁽¹³⁾ However, the evidence indicated that overall, the majority of apprentices considered the relationship between 'academic' and 'vocational' activities to be 'fairly' close.⁽¹⁴⁾

In drawing comparisons between the day and block release modes Moore pointed to the advantage of day release over block release in facilitating joint planning and in-step progression of training and further education.⁽¹⁵⁾ Other studies, however, have produced little evidence that reinforcement and application of the theoretical elements takes place during intervening on-the-job periods.

The variability in the quantity and quality of training carried on in firms, is a further factor which exacerbates the difficulties of linking training and FE in practice. Taylor and Beaumont point to the difficulty experienced by further education teachers who are using syllabi designed for young people undergoing systematic training, when in many cases the necessary

training is either not being received, or is of variable quality between firms and different ITB's. ⁽¹⁶⁾

Another factor indicated to be influential in reducing the effectiveness of the education/training link is the variation in importance attached by firms to further education.

Venables' large scale study of the education and training of apprentices undertaken during the 1950's revealed that firms and colleges use two sets of unrelated criteria by which to record success of the trainees, many employees giving little recognition to academic performance, while attaching a high value to shop-floor performance. ⁽¹⁷⁾ That many employers, particularly in small firms, have little interest in the further education of their trainees, exercise their responsibility for employees on release minimally, and give little attention to cooperating with and communicating with the college in a constructive way, is indicated in the work of Venables, and reinforced by the findings both of Ashton in his study of the relationship between size of firm and enrolment and examination success among a sample of students from the engineering, building and textile industries drawn from three technical colleges, ⁽¹⁸⁾ and of Sweeney in his studies of attitudes to day release of employers drawn from 31 firms. ⁽¹⁹⁾

The Henniker-Heaton report had concluded from its investigations in 1964 that many employers were ill-informed about day release provision, a characteristic which tends to be associated with lack of interest. ⁽²⁰⁾

Reports of studies by Distribution ITB and by Carpet ITB produced in the mid- and late-1970's both gave support to this observation. The DITB study undertaken in conjunction with the Distributive Trades Education and Training Council, of attitudes to education and training among employers and students in the distribution industry, reported evidence of little recognition by employers of the value of 'assistance' afforded by the further education system and a widespread lack of knowledge among potential students and employers of opportunities offered in further education. ⁽²¹⁾

The review of further education provision appropriate to the Carpet Industry, which had been undertaken by a working party of the Carpet ITB in a context of mounting concern over the falling numbers of employees involved in further education, similarly found evidence of little knowledge among employers of further education provision, and in some cases those responsible for trainees on release had not even consulted syllabi. ⁽²²⁾ Sweeney's study further found that the majority of firms sampled seemed satisfied with a minimal contact with the colleges. This, it was concluded, suggested that firms 'have little awareness of the colleges'

potential for assistance with the educational and training problems that often arise within firms'. The study also revealed that only one of the thirty-one firms investigated made a 'conscious and systematic' attempt to integrate on-the-job training and further education.⁽²³⁾

However, studies have indicated that lack of interest and encouragement does not necessarily indicate antipathy

In fact, Ryrie and Weir found that there was no widespread antipathy amongst employers, the majority of whom considered that it was important for trainees to understand something about 'how' things work and 'why they are done' and that this knowledge was adequately imparted by the Further Education college.⁽²⁴⁾ The problem, it is suggested, lies primarily in the inadequacy of machinery available for information exchange, consultation and cooperation.

That the blame is not only on one side has been widely suggested.

That Further Education teachers are not up to date with modern techniques and training being received by youngsters, is a widely held view. There is little recent evidence available either to refute or support it. The NACEIC investigation of 1959 revealed that many college teachers had little knowledge of the training undertaken by young people.⁽²⁵⁾ However, the situation in training has changed considerably since then.

Clearly the problems associated with the linkage have been substantial. There is little suggestion that any marked improvements have been achieved since the majority of these studies were undertaken.

8.1.2 Relevance to the students' life and work

That relevance is equated, in this target group, with interest and motivation of the participants, has been indicated by the majority of investigations undertaken in the post-war years. Recognition of this relationship is reflected in the attempts to introduce or increase relevance which have characterised many developments.⁽²⁶⁾

Student interest and motivation in aspects of day release courses may therefore be regarded as indicators of relevance.

Evidence from available studies shows that the most popular subjects among students tend to be the most 'useful' subjects i.e. the strictly vocational. Moore showed that among craft apprentices, workshop practice, followed by workshop theory, were the most popular subjects.

Among technician apprentices workshop theory/practice, technical drawing and mathematics ranked equally as the most popular subjects.(27)

This was reinforced by the work of Abel who showed that among technical and general students in a small sample of day release students drawn from two technical colleges, practical work ranked very highly among activities most greatly enjoyed. In respect of general studies, the study indicated a certain lukewarmness among students. It did not, however, suggest the active dislike which is often assumed. (28)

Moore's study revealed that attitudes to non-technical subjects did not indicate great enthusiasm, but they were by no means disliked. There was evidence that there was dislike for English, whose occupational value was considered to be very low. However, there was evidence that technician students were convinced of the value of general studies, but had difficulty in relating them to their work. (29)

There is a contradictory element in much of the evidence in this sphere. Norman, for example, found in a descriptive study of General Studies in Technical and Art Colleges in one area, that while students place obvious priority on vocational subjects, they often fail to see the relevance or value of general studies. (30) Abel, also, showed that English was ranked highly by technician students, in direct contradiction with Moore's results concerning perceptions of English studies. (31) The small samples and limited localities of some of the projects makes the drawing of conclusions difficult, although there is evidence that, broadly speaking, the relevance of the content of day release courses is perceived to be variable by students, strictly vocational content being perceived on the whole as highly relevant, non-vocational content also being perceived as relevant, but with some qualifications.

It is difficult to assess the extent to which these results are produced by the tendency of young people to perceive their needs primarily in vocational terms, and how far they indicate that the treatment of vocational content is more successful, in terms of relevance, than the treatment of non-vocational material. The indications are that, among day release students, the former is the case.

It would appear, from the available research evidence, that employers' perceptions of relevance are based on similar criteria to those employed by students. Bury observed that while it is generally assumed that further education rather than the school system is able to provide education relevant to work, in practice in many industries that relevance is difficult to achieve. (32)

The evidence shows that those employers sending their employees on day release courses are, on the whole, satisfied that the content of day release courses is relevant to the needs of their firm and industry. The main area of contention is general studies.

Moore's study revealed that 67% of employers were in favour of liberal studies, but not without qualification,⁽³³⁾ while Morris showed that among employers who do favour general studies, there is an indication that their support is based on an assumption of vocational application, if not orientation, of these studies. Morris suggests that if employers were better informed about the subject, there might be more hostility to it than exists at present.⁽³⁴⁾

The balance of content in day release courses necessary to support educational as well as industrial aims has been a key issue in the day release debate.

Students' views concerning the optimum balance again gives an insight into those aspects of provision which are perceived to be most relevant.

To summarise, the evidence emerging is that students generally consider that more time should be devoted to the 'most useful' technical studies and practical work; in some cases at the expense of time available for English and Social Studies.⁽³⁵⁾ This view of students concerning balance tend again to be supported by employers. Teachers views, however, differ from these. There is some evidence that technical teachers consider time available for technical subjects adequate. General Studies teachers, however, frequently consider the time allocated to their subjects to be inadequate.⁽³⁶⁾

Perhaps the broadest indication of degree of relevance is provided by Moore's study, which showed that, in general, apprentices considered that work and training helped with college study, and that college study helped, to a lesser, extent, with work. College study was felt to help more in work when studies were undertaken under the block release rather than the day release mode. This result was reversed when the contribution of work and training to college study was considered.⁽³⁷⁾ There is, in general, little evidence in the literature concerning the relevance of provision to the wider aspects of the life of participants.

There is, similarly, little indication in the available research of the extent to which provision is effective in meeting future, as opposed to current, occupational and training needs.

A follow-up study by Venables of those apprentices sampled in her projects of the 50's indicated that of 644 ex-apprentices, only 103 were in jobs for which a technical qualification was a requirement. 89% thought that the qualification which they held was irrelevant, and regarded the examination syllabi which they had followed as more advanced than was necessary.⁽³⁸⁾

James' more recent study of technicians aged 25-30 in the North Western area reinforced this finding. There was some evidence that employees did not consider their further education qualifications as always appropriate or relevant to their work. Employees who had taken ONC and HNC in Mechanical Engineering were rarely required to apply the subject matter covered in these courses in their normal work activities. Nevertheless, it was acknowledged that the high regard in which these qualifications were held served to improve future job prospects.⁽³⁹⁾

The problems illustrated by the findings of both James' and Venables' studies underpinned many of the changes in technician level education introduced by the Haslegrave Committee.

Pateman's follow-up study of agricultural apprentices reveals a similar pattern. 50% of ex-agricultural students considered their examination qualification to be of little or no value, because of the known views of farmer employers concerning the irrelevance of formal academic qualifications to farming. More than 40% of ex-agricultural students were no longer directly involved in farming. 28% were employed in jobs unrelated to farming, 11% were in related jobs in ancillary trades, while 9% were engaged on full-time educational courses. 14% had improved their status since completion of their course. There was no evidence, however, that this improvement was associated with their course attendance.⁽⁴⁰⁾

On the whole, therefore, the evidence suggests that the relevance of day release provision to future work activities is limited. It remains to be seen how far the changes introduced by the Haslegrave Committee will remedy this deficiency at the technician level.

In terms of the relevance of day release studies to aspects of the students' life beyond the immediately occupational, very little evidence exists. Again, Venables' study of the perceptions of former students is the most extensive and systematic study to touch on this question. Venables' study indicated that 80% of apprentices 'out of their time' rated their years at college as worthwhile for personal satisfaction, although fewer than 50% had gained any qualification. The years of part-time study, it claimed, had given a sense of achievement and personal worth to many of the students.⁽⁴¹⁾

8.2 Selection and placement

Problems of wastage and high drop-out are recognised features of provision under the day release system. The seriousness of these problems was first demonstrated by the Crowther Committee. Since that time questions of selection and placement have become focal points for investigation.

A key feature of the part-time system, in this context, is that the choice of both the young employee and of the college are severely restricted in allocation to courses. The majority of young people on release from employment for further education are released for vocational courses. The course in which they are placed is determined largely by the employer, who, in most cases, follows the recommendations of his industry in respect of further education courses associated with training.

Course allocation therefore relates, in the majority of cases, to the young person's present occupation. Colleges undertake their own assessments of the capacities of students, and may occasionally, with the employers agreement, allocate students to courses at a higher level than those associated with the occupation for which they are training. e.g. craft apprentices are occasionally allocated to technician courses. Students, equally, have little choice, such freedom of selection as they had in the past having been 'nearly eliminated', according to Venables.⁽⁴²⁾

Young employees wishing to take higher level courses for career reasons often find it difficult to persuade employers to allow them this opportunity, and are rarely presented with the option. Similarly, employees who might wish to take non-vocational courses in preference to the vocational course associated with their occupation, are unlikely to have the opportunity, except in the public service sectors, in particular the Civil Service, in which release policies are much more flexible.

Other external factors such as the size of the employing firm can also exert a significant influence on the type of course to which the young person is likely to be allocated, e.g. Ashton showed that, in smaller firms, apprentices were more likely to be allocated to City and Guilds courses than ONC courses.⁽⁴³⁾

On the whole, students entering part-time college courses have undergone prior selection by the industrial and commercial firms in which they are employed, by a system comprising one or more of:-

- specially designed tests
- interviews
- assessments of performance in initial education by means of examination results, teachers' appraisals, etc.

Assessments of aptitude and potential are also made by the majority of colleges, during enrolment week, by similar methods, although the subsequent action of colleges on the basis of results is restricted, for the reasons already set out. The problems associated with this system of prior selection have been illustrated by Sweeney's study of firms employing trainees. Of the 31 firms in the sample, 18 attested to cooperation with college staff over selection, and revealed that this type of cooperation was normally encountered in firms employing selection or aptitude tests when recruiting trainees. Nine firms, however, were shown to be exercising no control over the standard of trainee selected for college courses. Sweeney concluded that many firms

'make little or no effort to ensure that their trainees attending college courses are intellectually and/or temperamentally capable of profiting from them.'⁽⁴⁴⁾

There is also some evidence that further difficulties arise from the differences in criteria for 'success' adopted by colleges and employers. Moore's study revealed that aspects of the selection and placement process caused concern both to teachers in further education and to the employers themselves.⁽⁴⁵⁾ Teachers expressed needs for aids by which the likelihood of a student's success in a course could be better assessed, claiming that short periods of an hour or so during enrolment week were inadequate. Full-time induction courses, and link courses, were seen as potential vehicles for more careful and accurate assessments.

Some teachers also observed bewilderment among apprentices concerning course placement. This observation is reinforced to some extent by the data obtained in the investigation of apprentice attitudes, which revealed that although the majority of apprentices were satisfied with their courses, a small proportion were dissatisfied because they wanted to be on a higher level, or more satisfying, course. A larger proportion had originally been dissatisfied with the course to which they allocated, but later claimed to be satisfied. The study also revealed that persistent dissatisfaction was significantly greater among day release than block release apprentices, as was satisfaction following initial dissatisfaction. Moore commented that the level of dissatisfaction, past and present, was high enough to cause considerable concern about placement procedures.⁽⁴⁶⁾ That inappropriate course allocation occurs frequently in part-time courses was indicated, if not demonstrated, in the results of the Crowther investigations, in the NACEIC report on wastage from courses and in Venables' studies.

Reinforcement of these indications of deficiencies in the system is given by a range of more recent studies. Pateman's study of the effectiveness of part-time agricultural courses indicated that students are frequently enrolled on courses from which they are too inexperienced to benefit,⁽⁴⁷⁾ while James' study of technicians indicated that the majority had begun as craft apprentices and became technicians through a sort of secondary selection after many years of part-time study.⁽⁴⁸⁾

In addition, the substantial evidence that the level of difficulty of course content is too high for many day release students may be attributed at least partially to inappropriate placement. Certainly, this problem was most in evidence in the ONC courses where these formed the main route for those wishing to become technicians, recognition of the problem leading to the introduction of the diagnostic G course.

Moore's study revealed that 32% of technician apprentices and 23% of craft apprentices found difficulty with classroom instruction, while Taylor and Beaumont in an informal study of craft engineering apprentices, found that the City and Guilds course was beyond the capacity of the 'bottom layer' of students.

These observations suggest that the 'reserve of ability' among students in part-time courses, noted by Venables in the course of her studies of the 50's, is less characteristic of today's target groups, who tend to be drawn from a different population in intellectual terms.⁽⁴⁹⁾

One area in which there is substantial agreement that the level of difficulty of material is beyond the capability of many day release students, initially at least, is in Mathematics. That the level of difficulty is inappropriate for its subsequent application has been suggested. However, on the whole, there is evidence that student capacities can be rapidly improved by short-term remedial study in mathematics when this is linked with practical work.⁽⁵⁰⁾

The extent to which failure and slow student progress may be related to mismatch between capacity and level of course allocation will be discussed in connection with student achievement.*

The problems associated with placement have led to substantial research activity in attempting to construct tests which more accurately predict success. In a recent study of new entrants to craft and technician courses in Scottish colleges, Weir noted that procedures for course allocation were inadequate, and showed that there was considerable overlap in craft and technician results from batteries of standard tests.⁽⁵¹⁾

This was supported by van der Eykens' study of a cohort of part-time engineering students in two London Colleges, which showed a similar overlap, even after regrading. It was hypothesised that non-cognitive factors, relating to individual application and the industrial milieu in which the young person was based, were significant factors in success.⁽⁵²⁾

Venables, in studying success in craft and apprentice courses, noted that non-verbal tests were more reliable predictors of success than verbal tests, whose results tended to be associated with social class rather than academic potential, and which could change considerably over the period of the course.⁽⁵³⁾ She also demonstrated that success in full-time education was an unreliable indicator of success. Her results showed that, of secondary modern schoolboys with no qualifications 38% succeeded, while 44% of grammar school boys with success in GCE's, failed in ONC's.

Venables recommended that the use of educational tests should be extended in placement and in assessment of the potential of students - a field in which considerable improvement has taken place since the time of her recommendation.⁽⁵⁴⁾ She, foreshadowing Weir's work, also suggested that non-cognitive factors influencing success be investigated. Ryrie and Weir's study showed that non-cognitive predictors of success could be constructed, and that improved predictors of success after the first year of study could be constructed using a combination of cognitive and non-cognitive tests. However, the study revealed that the predictors showed little association with success by the end of course. The outcomes of the research, it was suggested, threw doubt on the value of attempting to construct predictors, on grounds of the diversity and difficulty of identification of the variables involved.⁽⁵⁵⁾ The results further indicated that little damage was done by allocating an apprentice initially to a higher or lower level course in relation to his actual likelihood to succeed, providing that effective monitoring and transfer arrangements exist.⁽⁵⁶⁾

Venables also recommended that young employees should be fully and accurately informed by the firm and unions concerning the ways in which success in further education courses is likely, if at all, to affect their prospects in their present jobs. The employee, she suggested, should then have some freedom in deciding whether he wants to follow either a strictly vocational course geared to his present occupation, to which importance may or may not be attached by his firm in terms of promotion, or whether to follow a course which will improve his prospects of obtaining a different job, or for his own personal satisfaction.⁽⁵⁷⁾

There is no evidence that this change is taking, or is likely to take, place under the voluntary system.

8.3 Motivation

It is clearly recognised that motivation is an extremely important correlate of achievement in all types of educational activity. The complexities of the interaction of intrinsic and extrinsic motivations in part-time courses which combine study with employment, and the significance of these motivations to the value of the experience afforded by day release to its participants have constantly featured as central issues in the discussions surrounding the development of forms of provision and curricula.

Although further education through day release lies in the sphere of post-compulsory education, to claim that it is perceived as voluntary by the majority of participating young people would seem to be an error. For young employees in firms whose policy it is to release young employees for further education, their involvement is often not voluntary, although it might be argued that in applying for a post in a firm whose known policy it is to grant release, is voluntarily to opt for further education through day release. Levels of motivation among day release students range from the high level characterised by persistent study to the low level characterised by poor application, boredom and apathy.⁽⁵⁸⁾ On the whole the evidence suggests a certain ambivalence in the attitude and motivation of young people towards day release.⁽⁵⁹⁾ Factors influencing level of motivation have been the subject of formal study and of less formal observation. The principal factors indicated by the available studies are:-

(i) Perceived vocational relevance*

Ryrie claims that apprentice attitudes, in the field covered by his study, can be explained in terms of the principal overall objectives of students to acquire practical skills.⁽⁶⁰⁾ Abel found, in a study of the attitudes to further education of apprentices in one Technical College, that a major reason for college attendance was to do better in one's job, the other major reason being that one was 'sent by the firm'. The study also revealed that the day at college had a positive appeal for only about one-third of the students attending.⁽⁶¹⁾ Pateman, too, noted that, among agricultural students, major reasons for attendance was a desire to perform the job more effectively and to obtain recognised qualifications.⁽⁶²⁾ This finding was reinforced by that produced by Simon in the mid-1970's, which indicated that young people employed in one large manufacturing firm regarded college as satisfactory in that it provided the knowledge necessary to pass the examinations vital to apprenticeships and other qualifications.⁽⁶³⁾

Hastings, on the other hand, found that the 'opportunity to learn' was regarded as the most important aspect of day release involvement among a sample of apprentices in the Irish Republic, traditionally trained apprentices regarding social/psychological benefits of college attendance as more rewarding, while apprentices training under the new AnCo schemes regarded the technical aspects most highly. (64)

Ryrie's investigation revealed that teachers in further education often rely on the practical aspects of apprentices' work for sources of motivation. (65)

There is little empirical evidence concerning the motivation of students on non-vocational day release courses, although there is a widespread view that low motivation tends to feature more strongly in these courses than in vocational courses. The LCC study 'On from School' indicated that colleges reported a tendency for interest to diminish as the relationship between the subject studied and the student's occupation became less obvious, claiming that 'basic' general courses contained the greatest proportion of 'unwilling and apathetic students'. (66)

A study of the West German system undertaken in 1974 by a British delegation indicated that this feature is not peculiar to the British system. General courses, incorporating practically-orientated elements, which are compulsory for those not following education and training courses under the apprenticeship system, were, it was revealed, characterised by lack of student motivation and high absenteeism, despite good links and communications between teachers and employers. (67)

(ii) Employers' attitudes towards education

Venables demonstrated that there is considerable variability between employers in terms of recognition, encouragement, support and rewards given to employees undertaking day release courses. (68)

There is substantial evidence that many employers attach little value to the further education undertaken by the employees through the day release system. Employers who have not taken professional or technical education themselves frequently underrate it (69) and their concepts of further education are often outdated. (70) Lack of recognition of the value of further education qualifications is widespread, (71), (72) success in part-time further education is rarely linked to promotion prospects and wage incentives (73) and there is little evidence in many firms of any encouragement by the

employer. Indeed Venables, discussing the conflict arising between the aims and values of industry and further education suggests that some employers actively belittle the further education component of the young employee's vocational preparation.⁽⁷⁴⁾

That the attitude of employers is an important factor in motivation is indicated by van der Eyken, whose results indicated that the degree of support given to the student by the firm was an influential factor in success.⁽⁷⁵⁾

The demotivating influences of prevalent employer attitudes has been demonstrated by Simpson. In a study of the motivation of 2nd, 3rd and 4th year craft students he concluded that a lack of motivation was attributable at least partially to 'disinterest, inability and ignorance on the part of the employer to providing a training backed by a genuine interest shown towards their students in all aspects of their education,'⁽⁷⁶⁾ while Sweeney described the systems relating to recognition and support of further education activity as anachronistic, claiming that it 'stifled' initiative and motivation in the students.⁽⁷⁷⁾

(iii) Past experience of education

That day release courses are likely to contain substantial numbers of young people whose experience of full-time education has left them with feelings of inadequacy in relation to academic work and study is demonstrated by the studies both of Carter and of Ashton of young people entering employment.^(78,79) The motivational problems associated with such feelings are clearly recognised, and necessitate in many cases careful teaching approaches of a remedial nature.

(iv) Family attitudes

Family attitudes exert powerful influences on young people in respect of employment and further education. The complexity of variables involved in motivation, however, results in an unclear picture of the strength of the relationship between family attitudes and the motivation of day release students.

Cherry's 1974 study of the characteristics of those young people, drawn from the sample of the National Survey of Health and Development of 5000 young people born in 1946, who had entered full-time or part-time further education, indicated that parents' interest in their children's education was strongly associated with college attendance.⁽⁸⁰⁾

Venables study suggested that, once at college, social factors had 'some bearing' on achievement, and showed that secondary modern school leavers and children of unskilled and semi-skilled manual workers, having entered further education against the odds, tended to take their chance at college more seriously than their counterparts from the grammar school or from a 'higher' social class. However, detailed analyses of the relationship between family attitude and motivation of day release students are not available. ⁽⁸¹⁾

(v) Social attitudes towards education and its value

Venables also hypothesised that a fundamental factor influencing motivation extended far beyond the circumstances and characteristics of students, to the attitudes held generally in society towards the purpose of education, and its value. She suggested that while education continued to be undervalued in Britain, poor motivation towards continued educational involvement would remain a characteristic of a substantial proportion of young people in employment. ⁽⁸²⁾ Specific ways in which the motivation of young people may be undermined by the attitudes of those around them is illustrated again by those studies demonstrating the demotivating influences of employers' underrating of qualifications. Within the colleges themselves, a further illustration is provided by the evidence that the low esteem in which teachers involved in non-vocational studies are often held by their colleagues is frequently communicated to students, and may have demotivating influences on students' involvement in these studies. ⁽⁸³⁾ That this type of underrating is endemic in society, and communicates itself more generally to young people is a hypothesis to be considered.

8.4 Student progress and achievement: wastage and examination success in day release courses

'Success' in day-release courses may be considered in a number of ways.

It may be considered, narrowly, in terms of examination results, i.e. pass rates and marks, or, more broadly, in terms of cognitive and affective changes occurring in the participants

It is undeniably true that examination pass rates and wastage rates are important indicators of success in day release courses. The majority of students embark on day release courses with acquisition of a qualification in view, as do the employers who release them.

Low pass rates and high wastage rates have always been a feature of day release courses, and have, in view of their power as indicators of success, produced a great deal of concern.

In the 1950's, wastage from courses, particularly at National Certificate level, was unacceptably high. The 1956 White Paper stressed the importance of reducing wastage,⁽⁸⁴⁾ and, as a consequence NACEIC embarked on a study of factors which were producing these high failure and drop-out rates. The Crowther report, published in the same year, produced an analysis of progress and achievement of students enrolling for ONC and City and Guild courses by part-time study. The results showed a startlingly high degree of student drop-out at each stage of the course, with relatively small numbers of students actually achieving qualifications at the end of the normal period of study.⁽⁸⁵⁾ The introduction of diagnostic G course and facilitation of transfer in the new pattern of courses introduced after the publication of the 1961 White Paper, were intended to produce an improvement, as were the development of more appropriate selection and placement techniques. Venables' follow-up studies of the education of apprentices 'serving their time' in the 1950's, showed that less than 50% undertaking part-time further education had gained their certificates. Among those gaining the qualification, the majority took a greater time than the 'normal' period of 3 years, some taking up to 8 years to achieve ONC. Her findings led her to comment that

'to link our educational provision to such a competitive system is clearly monstrous. A sense of failure is inbuilt, with all the social and personal problems which that implies the college as a means of social and professional advancement for the early school leaver has had its day.'⁽⁸⁶⁾

Underachievement and failure continue to characterise part-time courses in

the 1970's, although there is some evidence that the situation has improved since the studies of Crowther and Venables.

W. van der Eyken's more recent studies showed that 40% of craft and technician engineering students had not obtained any qualification after 4 years of study. Less than one-third of craft and technician students, the study suggested, might expect to be highly successful.⁽⁸⁷⁾ Weir, in his two-year longitudinal study of student progress, demonstrated that between 55% and 61% achieved success at craft and technician levels.⁽⁸⁸⁾

The problems of wastage have served to concentrate a certain amount of research effort on the identification of the factors involved. The NACEIC report on wastage of students from part-time courses attempted by observation and evidence submitted, to identify some of the factors which contributed to the problems of underachievement and dropout. The report concluded that wastage was symptomatic of a 'multitude of imperfections' which needed attention. Among these were included:

- lack of suitable accommodation
- rapid turnover of staff
- lack of clearly defined transfer systems
- oversized classes
- lack of guidance
- variation in ability range
- overburdening of staff with non-teaching duties
- haphazard selection
- lack of interest of employers
- poor communication between schools and college at time of transition⁽⁸⁹⁾

Lipschitz, in a more recent study, undertaken in 1970, of dropout from the first year of engineering courses in a national sample of colleges, revealed a large 10-15% 'movement' in the craft entry, a large proportion of which represented wastage from the system. This, she suggested, might be attributed to unsuitable choices and inadequate support at the time of transition, changes in interests, terminating of apprenticeships by the student or the employer for financial or other reasons, inflexibility of apprenticeships in terms of transfer and the early attainment of skilled status within the firm.⁽⁹⁰⁾

Venables, van der Eyken, Weir, among others, attempted in more systematic studies, to assess the relative importance of different types of factor.

These studies served to show that low ability among students was not a major cause of wastage. Venables and, more recently, van der Eyken produced firm evidence that students were underachieving relative to their ability.

Venables, by constructing an achievement ratio (equal to the pass rate of those who would be expected to pass on the basis of ability test scores) was able to analyse some aspects of the relationship between achievement and other factors.

The characteristics of the successful student, her findings suggested, were:-

- 'native intelligence'
- interest in task/desire to succeed
- family background

In addition, a high level of outside interests seemed to be associated with success,^{*} rather than with failure, as some have assumed.

Factors limiting success, her observations indicated, were complex and confused, but included aspects of personal circumstances, employers' attitudes and policies of examining bodies. They were closely linked with motivation.^{** (91)}

Work by van der Eyken aimed at identifying factors which might be used in constructing more accurate cognitive and non-cognitive predictors of success revealed a similar pattern of factors limiting or contributing to progress and success,⁽⁹²⁾ as did Weir's study, whose results suggested that attitudes to authority and non-cognitive characteristics including personality were of considerable influence in the success of students.⁽⁹³⁾

The influences of the industrial context on success were stressed by Venables, Ashton and Weir, all of whom demonstrated a relationship between size of firm and achievement ratio. These findings strongly support the hypothesis that the industrial climate affects considerably the 'desire to succeed' or motivation of the student. Ashton, in particular, showed that the least successful students tended to come from mid-sized firms which lacked facilities of the large firms, and atmosphere of small firms, and had a high proportion of dissatisfied apprentices.⁽⁹⁴⁾

A theoretical study by Bennett has hypothesised that the poor linkage between education and training may introduce a further psychological factor associated with progress, particularly at technician level.⁽⁹⁵⁾

It is suggested that separation of these elements produces a dissociation in the student's mind between theoretical and practical work.

* this result reinforces the results of research in the secondary education sector e.g. Douglas et al (1968) which indicate correlations between interests and hobbies and school achievement

** cf p. 132

The student's perception of himself as primarily 'a practical man' may cause him, if under pressure, to neglect the theoretical side of his work and fall behind in his studies. This, it is observed, is frequently interpreted by the colleges as an indicator of lack of ability. While there is little evidence to support or refute this hypothesis, it remains an interesting suggestion, and serves to highlight even further the extreme complexity of the factors relating to progress and achievement.

That the mode of release is a factor in success and achievement has been indicated in a number of studies which demonstrate that block release courses tended to produce better pass rates and better marks than the equivalent day release courses. This was investigated by Moore in his comparative analysis of the two modes in further education of apprentices. In attempting to relate ability educational performance Moore found that

- (i) wastage was high in both modes, although block release had a lower rate than day release.
- (ii) block release students differed significantly from day release in terms of abilities and attainments at the outset. These tended to be higher among block release than among day release students.
- (iii) wastage from block release was of the least able apprentices, whereas wastage from day release courses was representative of the whole ability range.

Both of these characteristics (ii) and (iii) can explain the difference in results. Moore concluded that although the difference in block release students was maintained and even increased, there was no evidence that mode was significant factor in success. He suggested, however, that, given equivalent teaching methods and quality of teachers in day release and block release courses, the evidence of slight increases in the gap between day release and block release students might be attributed to a 'group factor' operating in the higher ability group which acted to stimulate and motivate the students. ⁽⁹⁶⁾

Few studies have attempted to assess student progress and achievement in terms other than examination success e.g. in terms of personal growth, although some of the studies already mentioned give descriptive accounts of apparent increased maturity and responsibility. The importance of other measures of success and achievement was recognised in the NACEIC report which suggested that wastage was an inappropriate term for dropout from an educational course, since the experience may have been of considerable value to the individual in other ways. ⁽⁹⁷⁾

The effects on student progress of the new examination policies, allowing credit systems and different bases for assessment, and improvements in opportunities to transfer between courses and in selection techniques, remain to be seen.

8.5 Quality of the educational experience

The value extracted by the learner from the teaching/learning experience in which he has engaged is dependent not only on his abilities and motivations, but also on the quality of the teaching and learning process, and of the whole environment in which learning takes place.

(i) the teaching and learning process

Few evaluations of the teaching and learning process in day release courses have been undertaken. A range of studies have, however, obtained data relating to perceptions among teachers and students of teaching styles and their appropriateness, and a number of evaluations of innovatory and experimental approaches serve to cast some light on the effectiveness of standard practices, and ways in which they can be improved. Teaching and learning styles in day release courses are, on the whole, traditionally formal. They are characterised by:-

- emphasis on instruction⁽⁹⁸⁾⁽⁹⁹⁾
- concentration of substantial content⁽¹⁰⁰⁾
- teacher-centredness/authoritarianism⁽¹⁰¹⁾
- passivity of the learner⁽¹⁰²⁾
- repetitive drill⁽¹⁰³⁾
- emphasis on 'covering the syllabus'⁽¹⁰⁴⁾
- little experimentation⁽¹⁰⁵⁾

Clearly the lack of time available on day release courses, combined with substantial syllabus content geared to externally set examinations are responsible for many of these features.⁽¹⁰⁶⁾⁽¹⁰⁷⁾

Other factors encouraging formality are lack of qualification among teachers, and lack of confidence in introducing alternative methods.⁽¹⁰⁸⁾

In block release courses, where greater time is available, there is evidence that there is more scope for the introduction of more flexible and balanced curriculum processes.⁽¹⁰⁹⁾

Venables' results indicated that teachers of part-time day courses were aware of and concerned about:

- lack of time to prepare for classes and lack of administrative support
- the 'cramming ethos' of college
- over-timetabling
- lack of time in which to form relationships with the students and give them individual attention
- mechanical nature of much of the work
- constraints on teaching/learning produced by the examinations systems⁽¹¹⁰⁾

S.M. Kaneti Barry's studies of the introduction of new engineering craft courses, on the other hand, revealed a tendency among teachers to be resistant to curriculum change and development in practice.⁽¹¹¹⁾

This resistance can, at least partially, be attributed to the still widespread lack of training and preparation of further education teachers, and a lack of awareness of alternative educational approaches and methodologies. Venables noted the tendency of teachers to regard themselves as subject specialists rather than educators, and an unawareness among them of new developments in educational practice and theory of importance in the execution of their role as educators.⁽¹¹²⁾ Bury, among many others, has drawn attention to the problems associated with the quality of teachers and teaching in further education, commenting that the practice of allocating the more able teachers to the higher level courses creates problems at the lower levels which must be overcome if the system of day release at non-advanced levels is to be extended.⁽¹¹³⁾

Students' perceptions are somewhat different. There is some evidence that features of teaching style and practice cause concern to students include

- poor feedback; long periods of waiting for work to be returned⁽¹¹⁴⁾
- lack of individual attention⁽¹¹⁵⁾

Students' perceptions of teaching/learning methods, were, on the whole, not critical. Where more liberal objectives and teaching/learning styles different from those of formal instruction were introduced, particularly in general studies, the reactions were on the whole favourable.⁽¹¹⁶⁾

Abel showed that day release students on a variety of general and vocational courses, in ranking teaching/learning approaches as alternative ways in which a lesson might usefully be spent, tended to rank less formal approaches such as discussion, educational visits highly.⁽¹¹⁷⁾

Dissatisfaction among teachers, and examining bodies with traditional approaches has produced a number of innovations aimed at improving the effectiveness of teaching and learning. Mansell, for example, describing a team teaching experiment in block release ONC courses in which mixed teaching methods were introduced, indicating evidence of a preference among students for the course, and lower examination wastage associated with the course. ⁽¹¹⁸⁾ Rudling, reporting on a similar team teaching project on a block release craft level course, observed improved motivation and attitudes, greater industry and greater participation of students. He stressed however that no formal evaluation had been undertaken. ⁽¹¹⁹⁾

That general studies, free from external examining constraints, forms a natural outlet for experimentation, is evident in the number of reports available, although there is evidence of experimentation in technical studies, too, markedly so since the introduction of the new TEC courses.

Holt, in a recent review of documentation relating to curriculum developments in part-time courses, identified experimental methods in part-time courses involving, as well as team teaching:

- active involvement of students in the design of learning
- experiential and social learning
- self-paced, self-directed learning
- discovery learning ⁽¹²⁰⁾

Although it remains difficult to assess current practices in day release courses, and the extent to which new, and perhaps more appropriate, approaches are being introduced,* the recent studies available do suggest however that the formal, authoritarian models tend still to predominate.

- (ii) Contextual factors: the environment and content of learning
- The context within which teaching and learning takes place is, it is now widely acknowledged, influential in terms of the value of educational experience gained by the participants.

* The current evaluations of TEC courses, coordinated by the Further Education Curriculum Review and Development unit should serve to provide reliable and up-to-date information on current practices in technician education during 1980.

Many of the evaluative studies of day release provision indicate contextual factors which enhance or limit effectiveness. Among the most significant of these are

- (i) the quality of guidance and support systems, both within colleges, and between firms, colleges and schools.

The picture which emerges is that these systems and arrangements are, in general, inadequate in part-time courses. There is evidence that communication between firms and colleges in respect of student progress and identification of learning and other difficulties, is poor.⁽¹²¹⁾ The absence of any appropriate focal point, in many of the colleges and firms, to which young people following day release courses can relate, and refer their problems and concerns, has also been observed.⁽¹²²⁾

- (ii) Class size

Overlarge classes have been indicated as a factor contributing to poor motivation and achievement. It appears that classes which are too large to allow any degree of individual attention are common.⁽¹²³⁾ Where courses are not supported by a tutorial system, lack of relationship between students and staff, and late diagnosis of learning difficulties may impede the educational process.

- (iii) Timetabling

There is evidence that rigid timetabling procedures, described by Mansell and Venables, based on 'slots' often two hours in length, allied to restricted classroom allocation, and involving large numbers of students, is less characteristic of day release now than in the past. This type of timetabling is still in widespread use. It clearly limits the ability to innovate, and to introduce new teaching approaches.⁽¹²⁴⁾

- (iv) Adequacy of time for study

The substantial evidence that the large quantity of content to be 'covered' in day release courses is responsible for

- the emphasis on instruction
- the extension of the 'day' in some cases until 9 pm

Recognition that these features are both educationally unsound, as well as socially undesirable has led to the proposals, first raised in the Crowther report, that block release or sandwich courses be substituted for release on one day a week wherever

(v) Accessibility

The ease of access of the student to the institution within which his course is based influences, to some degree, the value which he is able to obtain from his involvement. Excessive travelling times and distances, combined with the long day of study, when release is taken on one day a week, may reduce substantially the effectiveness of the educational involvement for individual learners. There is some indication that difficulties of access are associated with wastage from courses.

(vi) The college atmosphere and 'corporate spirit'

This aspect of college attendance was emphasised in 'Youth's Opportunity' as being of particular importance to the development of young people.⁽¹²⁵⁾

There are few studies concerning the degree of involvement of day release students in the life and spirit of the college. However, that there is a lack of identification of the students with the life of the college is a widely held view. There is some evidence that day release students frequently fail to identify with the college, showing a reluctance to participate in corporate activities.^{(126) (127)} The extent to which this may be regarded as a failing of the college is unclear. Several studies have indicated that the extra-curricular opportunities in further education are limited and not always appropriate to part-time students. However, Crabtree's limited and specific study of day release students in a specific course showed that they did not expect nor want the college to provide them with this type of experience, which the majority have already established quite satisfactorily for themselves in their own localities and social groups.⁽¹²⁸⁾ Ashton has indicated the high level of organisational membership and activity and interests of young people engaged in 'short-term' careers of which day release students form a large proportion.⁽¹²⁹⁾ It may be suggested that day release students have little need for 'corporate' college activities and involvement in college life, the social and experiential aspects of their education being well provided for.

8.6 The effectiveness of day release as an 'alternative route'

The role of day release in affording educational opportunities for the socially less advantaged, and an alternative educational route for those unwilling or unable to develop their academic potential through the full-time educational channels, has formed the basis of the continuing social justice arguments for its extension.

Some attention has been focussed, in research activity, on the social and intellectual attributes of students entering the day release system.

In terms of social characteristics, Lee found that part-time students are drawn mainly from the upper working classes; they are therefore those, he claims, with minimal but positive social advantages.⁽¹³⁰⁾ Cherry provides reinforcement by demonstrating that those entering part-time further education have relatively favourable home backgrounds. Those with unfavourable home backgrounds are less likely to enter further education immediately after leaving school, despite equivalent measured levels of ability. In general, those not entering part-time further education at 16 unlikely to enter it subsequently.⁽¹³¹⁾ Lee's study revealed that part-time students tended to be drawn from the middle and lower levels of the secondary schools system. At the higher levels, they tended to be the successes of the non-selective schools and the failures of the selectives. In terms of ability he found that many of the students, although in possession of general education qualifications, had struggled long and hard to obtain them, and frequently had learning problems arising from past experience within the educational system.⁽¹³²⁾

Venables found little indication in her results that social class and ability were associated. In fact her results showed that while results of verbal ability decreased as the social scale was 'descended', results on non-verbal tests tended to increase. Her findings did, however, suggest that it is the least able sons of those in professional and managerial classes who have to 'make do' with apprenticeships and part-time study, while, among the sons of skilled and unskilled families only the more able achieve further education at all. There is evidence of many young people following in father's footsteps as far as occupation and therefore education and training is concerned, indicating a high level of family influence.⁽¹³³⁾

Venables' observation, on the basis of ability tests, that day release students are in the 'top half' of the population in ability terms⁽¹³⁴⁾ would seem to be contradicted by many of Lee's findings, and those of other studies, concerning the ability levels of course entrants.* It is almost

* cf p. 128

certain that since the time of Venables' study, the expansion of full-time further education provision has absorbed many of the more able students who were formerly engaged in day release courses.

Their analyses of characteristics of participants in the day release system led Lee and Venables and Cherry to conclude that part-time system can no longer, if it ever was, be considered an effective means of combating educational and social inequality. Lee claims that the 'additional ladder' is feeble and elitist, and, in modern conditions is failing to address itself to the wider concepts of vocation and is failing to make any real advances in respect of the disadvantaged. (135)

Venables, equally, concludes that while the present system ensures that individuals who are keen to qualify are given the chance, it is ineffective in motivating the underprivileged. (136)

8.7 The comparative merits of the day and block release modes

That the mode in which young people are released for study affects many features of provision has been indicated in the previous sections. The advantages and disadvantages of block over day release and vice versa have been under discussion for some time.

The advantages and disadvantages commonly claimed by teachers and principals and identified by Moore are illustrated in Table 8.1.

Employers view questions of advantages and disadvantages of modes differently. Their perceptions are indicated in Table 8.2.

The results of Moore's analysis reflect the conclusions of the many informal assessments and appraisals made by practitioners, of the advantages and disadvantages of the day release/block release modes. Many appraisals of this kind were produced in the 60's, when block release courses were being widely introduced. (137)

The observation arising from many of the descriptive studies, that examination results tend to be better in block release courses, contributed to the widespread assumption that block release courses represent a more effective mode of part-time education.

More objective studies, of which those of Allan and Higgins, and Moore are among the most significant, attempted to make more systematic analyses of the variables involved.

Allan and Higgins conducted a controlled experiment of day release/block release in 1963/4, in an attempt to examine more closely the supposed advantages and disadvantages being widely claimed. The study concluded

Table 8.1 Teachers' perceptions of day/block release

Block release		Day release	
<u>Advantages</u>	<u>Disadvantages</u>	<u>Advantages</u>	<u>Disadvantages</u>
1. Continuity of study	1. Insufficient time for assimilation of study material	1. More time for homework and study	1. Lack of continuity in study
2. Tendency in students to be more attentive: better discipline	2. Problems created by long absence	2. Frequent contact with industry	2. Tendency to forget previous week's work
3. Better results	3. Lack of reasonable amount of homework in relation to new material	3. Study load spread over the year	3. Lack of personal contact with teacher
4. Treatment of curriculum can be more flexible	4. Loss of bonus earnings, affecting motivation towards studies	4. Loss to students slight during absence	4. Poor assimilation with college life and activities
5. Personal contact between staff & students	5. Difficulty in maintaining academic level between college periods	5. Suitable for 'slow learner'	5. Acquisition of bad practice from industry
6. Gradual and more effective adjustment between industry and college	6. Problem of organizing block release plan in a small college		6. Difficulty in planning, especially workshop
7. Greater continuity Workshop Practice	7. Special difficulties for small firms		7. More demanding on student's leisure time
	8. Infrequent contact with industry		8. Difficulties of evening (provinces especially) travel
	9. Pressures on teaching staff		9. Students tend to be easily distracted
			10. A 9 to 10 hour day is too long
			11. One day per week is not really adequate for syllabus
			12. Difficulties in adjusting rapidly between college and industry

R.M. Moore Block or day release? NFER 1969

Table 8.2 Employers' perceptions of day/block release

Block release		Day release	
<u>Advantages</u>	<u>Disadvantages</u>	<u>Advantages</u>	<u>Disadvantages</u>
1. Continuity	1. Disrupted production schedules	1. Alliance of theory and practice	1. Lack of continuity
2. More effective planning of training	2. Excessive study pressure	2. Easier integration of training schedules, production, etc.	2. Inconvenience
3. More effective machine utilisation	3. Estrangement of apprentice from firm	3. Greater amount of work-based practical training	3. Abuse of 'day off' by lazy apprentices
4. Superior results	4. Gaps towards end of block and examination	4. Continuous contact of apprentice and firm	4. Short study hours
5. Good staff/apprentice relations	5. High apprentice wages bills	5. Lower cost	5. Fatigue of long day and evening of study
	6. Over-emphasis on theory relative to practice		

that the block release alternative:

- worked tolerably well
- had some advantages of flexibility
- had higher examination success rates
- produced organisational problems
- required review of teaching techniques if possibilities are to be fully exploited
- was welcomed by employers
- produced passively uncooperative students in the liberal studies element
- revealed unreasonableness of expecting young people to assimilate large amounts of technical instruction over long periods
- failed to relate college and daily work to the satisfaction of students.⁽¹³⁸⁾

Moore's study, however, had wider generalisability than this single case study. As well as drawing together teachers' and employers' views it attempted an analysis of the factors involved in producing the clear difference in performance on day release and block release courses.

The results indicated that there was no evidence that better examination performance among block release students demonstrated it to be a more effective mode of study. The results revealed that block release and day release students in the survey sample differed significantly in ability and attainment at the outset. Block release students were, on average, of great ability and attainment having, it seems, been directed towards block release on this basis. They also revealed that while wastage from block release courses was comprised of the least able students, wastage from day release courses was representative of the group as a whole, again contributing to a higher examination success rate in block release.*

However, the study did reveal that, in terms of ability and attainment, the gap between block release and day release students was maintained during the course, and even increased.

Moore concluded that, given equal ability and attainment at the outset, and assuming adequate teaching and course organisation, a student undertaking a course by day release should fare as well as his counterpart on a block release course.⁽¹³⁹⁾

Moore's study also concluded that there was some evidence which does tend strongly to influence thinking in favour of block release as a mode for learning. Particular strengths, he claimed, were:

* cf p. 137

- high frequency of staff/student contact
- better personal and group relationships
- better discipline and higher level of motivation. ⁽¹⁴⁰⁾

A further strength of block release over day release, it has been suggested, is evident in cases in which access to institutions providing appropriate courses proves difficult, e.g. in rural areas, or areas in which responsibility for courses has been distributed between a range of collaborating institutions covering a wide geographical area, or in cases in which a highly specialised course is required which is available in only one or two centres. In these situations, release on one day a week is clearly a less appropriate mode of attendance than block release. ⁽¹⁴¹⁾

8.8 Cost effectiveness

There is some evidence that employers prefer courses on the one day a week release system to block release, sandwich and full-time courses, on the basis of perceived cost effectiveness of these modes.

There are no systematic studies available of the cost effectiveness of education under the day or block release systems. Such studies of educational cost effectiveness that have been undertaken have been concentrated in the advanced further and higher education sectors. ⁽¹⁴²⁾

It is, however, widely recognised that adequate methods of assessing cost effectiveness in education, which take into account both quality of education received and its contribution to the wellbeing of individuals and society, have yet to be devised.

The evaluation of provision under the day release system clearly has many dimensions. Despite the complexities of analysis, strengths and weaknesses characteristic of provision are clearly identifiable.

Some conclusions concerning these strengths and weaknesses and the factors which determine the effectiveness of day release as a system of continued education for young people in employment, will be considered in Chapter 9.

CHAPTER 9: CONCLUSIONS

9.1 Some factors determining the effectiveness of day release as a system of continued education for young people in employment.

Day release provision has a chequered and complex history. The process of development, shaped by a host of influences, has produced the model of today, primarily vocational in purpose and limited in target group to those in occupations requiring long term training.

Whether one regards the process of development as characterised by an inappropriate degree of evasion and inaction, or by the exercise of appropriate caution in respect of a system whose purposes are unclear and whose effectiveness is, to some degree, in doubt, depends on one's interests and perspectives.

The extension of day release has been a major preoccupation since the 1918 Act. That this may be attributed in large part to the perceptions of a powerful lobby combining educational and trades union interests, of day release as a potential vehicle for obtaining improved educational opportunity for those in the lower attainment levels and whose post-school educational opportunity has been severely limited, is clear.

The movement away from preoccupation with quantity towards greater consideration of quality is, it may be argued, a manifestation not of decreasing importance attached to the extension of educational opportunity for young people in employment, but rather of a recognition that the extension of provision for continued education of the post-16's at all levels is an almost inevitable outcome of long-term social and economic development. In this context, the need for evaluation of the effectiveness, under modern conditions, of different modes and styles of provision, has acquired a new urgency, forming a necessary foundation for future planning.

An array of questions immediately arise concerning the criteria against which day release or any other form of education may be judged effective. This study of existing and available literature has identified a range of issues, claims and assumptions surrounding the principles and practice of day release and relating to its value as a means of continued education for young people in employment. It has also discussed the insights, produced by research and other studies, into the realities of the practices associated with these issues, claims and assumptions.

The issues which have dominated the process of development of day release are of fundamental significance in assessing its effectiveness; they may be considered to embody the criteria by which the effectiveness of the system, and of the curricula within that system, may be judged.

Table 9.1 indicates a possible model of criteria which might be constructed from the key issues and principles in the development of day release, against which effectiveness may be measured. It will be observed that judgements concerning the effectiveness of provision relative to these criteria are, themselves, individually subject to secondary criteria, the judgements being essentially qualitative and the criteria open to interpretation.

Degree of effectiveness may be expressed in terms of the extent of the shortfall from complete effectiveness, unattainable in any educational system.

Despite differences in secondary criteria employed by the host of practitioners and researchers whose work has been reported some degree of agreement occurs in the available evidence concerning the extent of this shortfall in the identified areas.

A synthesis of evidence, when assessed against the criteria shown, indicates serious deficiencies in the ability of the system to cater adequately for the socially and educationally disadvantaged and in the quality of the whole educational experience received by students, in terms of support, involvement in corporate spirit, identification with the educational institution and its aims, and in the adequacy of time available for study, particularly at the higher levels. That serious deficiencies have existed in respect of student progress and achievement in the past is beyond doubt. The extent to which these problems have been alleviated under new examining policies and systems is unknown.

Some deficiencies, less serious, are indicated in the linkage between the education and training courses undertaken by the student, in the placement of students in courses appropriate to their ability, in the relevance of course content to the current and future work of students, and in the ability of the system to stimulate and maintain student motivation in directly vocational courses.

There is little evidence of deficiency in the ability of provision to meet employers' needs for a context supporting and broadly relevant to training and industrial practice, despite the apparent ambivalence of employers in their attitudes to further education and practical problems encountered in the direct linking between education and training.

TABLE 9.1

CRITERIA FOR ASSESSING THE EFFECTIVENESS OF DAY RELEASE PROVISION:

A POSSIBLE MODEL

TABLE 9.1

CRITERIA FOR ASSESSING THE EFFECTIVENESS OF DAY RELEASE PROVISION: A POSSIBLE MODEL

I RELEVANCE OF PROVISION

- effectiveness of linkage with industrial training

- relevance to the life and work of young employees

- relevance to the needs of employers

the extent to which, for example, -----

links theory with practice

reinforce and supports training activity

fosters the personal and social development of participants

prepares for future occupational roles

provides foundation for continuing education and training activity

equips participants with the skills, knowledge and attitudes appropriate to current occupational roles

II SELECTION AND PLACEMENT IN DAY RELEASE COURSES

- adequacy of selection procedures

- appropriateness of placement and course allocation systems

selects those appropriately qualified and motivated for continued education

matches aptitudes to the demands of the course

allows for student choices

identifies wrongly allocated students

allows transfer for wrongly allocated students

III MOTIVATION OF DAY RELEASE STUDENTS

- effectiveness in stimulating interest and the desire to learn in students

- effectiveness in maintaining student interest

is perceived as worthwhile by students

leads to continued involvement in educational activity

stimulates involvement in non-compulsory activities

stimulates good application to study

IV STUDENT PROGRESS AND ACHIEVEMENT

- level of achievement relative to potential
- adequacy of opportunities for continuing study

allows those who meet entry requirements and study reasonably hard and well the opportunity to proceed with their studies
produces satisfactory levels of achievement relative to course objectives
produces satisfactory examination pass rates
produces 'wastage' rate appropriate to course entry

V QUALITY OF THE EDUCATIONAL EXPERIENCE

- effectiveness of the teaching and learning processes
- quality of the environment of learning

implements educationally sound practices
is perceived to be satisfactory by students
responds to educational and technical change
provides adequacy of guidance and support systems
teaching staff are appropriately prepared in terms of attitudes knowledge and skills
- is adequate in terms of time for study, facilities, access, etc.

VI EFFECTIVENESS OF DAY RELEASE AS AN ALTERNATIVE ROUTE TO QUALIFICATION AND ACHIEVEMENT

- adequacy in catering for those unable or unwilling to continue their education by the full-time route

affords opportunities for the socially and educationally disadvantaged
affords adequate prospects for progress and achievement relative to the full-time route

VII THE COMPARATIVE MERITS OF THE DAY AND BLOCK RELEASE MODES

- effectiveness of modes in terms of I-VI above

VIII THE COST EFFECTIVENESS OF DAY RELEASE PROVISION

- effectiveness, relative to cost, in terms of I-VI above

all criteria above

There is little evidence of substantial differences between block release and day release in respect of these deficiencies.

In drawing conclusions about the effectiveness of day release it is necessary

- (i) to identify the factors which produce these limitations on effectiveness and
- (ii) determine to what extent these are attributable to the system of provision, and to what extent they are attributable to factors external to, and independent of, the system.

There is substantial evidence to support the contention that many of the limitations on the value of day release courses arise from the essential characteristics of voluntarism, and from the division of responsibility between the education service and industry and the resulting separation of education and training.

It is clear that dual responsibility for education and training, and the resulting separation of education from training both in concept and practice, together with the 'dual status' of young employees is, to a large degree, responsible for the problem of poor student motivation, difficulties in the integration of education and training processes, and the severe and inflexible constraints on time available for education. There is some evidence that in systems in which education and training provision has been based, either partially, or completely, on government-run vocational schools, in which young people have the status of young citizens and workers-in-training, many of these specific problems have been avoided,⁽¹⁾ while in the German dual system, which although compulsory is organised on a basis similar to ours, similar problems are experienced.⁽²⁾

The systems based on government-run centres are, however, often subject to other problems of, for example, unacceptability of provision to employers.⁽³⁾ It is interesting to note several cases in which countries which have attempted to establish systems of vocational schools for education and training, have reverted to the dual system, e.g. Finland, Czechoslovakia.⁽⁴⁾

Voluntarism, also, may be considered to contribute substantially to the reduction of the quality of the educational experience gained by employees, for reasons discussed in Chapter 3. Other problems such as those associated with placement, may also be attributed, at least partially, to the features of the system, although the inadequacy of, for example, testing

methods which are quite independent of the nature of the system are clearly major factors here.

Both voluntarism and dual responsibility do, however, also have positive effects in respect of encouraging relevance of education to training and current industrial practice.

Despite the tendency to blame many of the shortcomings of day release provision on the system and its characteristics, it is also clear from the available evidence that many factors independent of the nature of the system are instrumental in the reduction of effectiveness.

In particular, the inadequacy of teacher training and general lack of teacher preparation in respect of the special needs of this type of course; the system of allocation of teaching staff whereby the abler and more effective staff are allocated to the higher level courses; difficulties in access to appropriate courses in some regions; the attitudes of teachers, frequently inflexible and resistant to change; the paucity of curriculum development in the Further Education Colleges, particularly in the less traditional courses; the low priority attached to 'lower level' work and the accompanying tendency towards progressive 'upgrading' of the academic content of courses to levels beyond the capacities of their target groups, are all factors which have a negative effect on the value of courses and on their ability to create educationally valuable experiences for the young employee.

There is some indication that attitudes and preparation of the young employees themselves also reduce the effectiveness of the system. A lack of preparation for, and motivation towards education among young people experiencing the transition from school has been indicated in many studies; the effects of this lack of preparedness and motivation are clearly reflected in the problems of adjustment experienced by young people embarking on day release courses.

While these conclusions undoubtedly stress deficiencies in the education and training undertaken by young people following day release courses, a final point remains to be made. In the current and projected context, there is a pressing need for extended and effective opportunities for post-school education and training in the 16-19 age group.

While the examination of alternative modes of integrated and periodic education and training is essential, it is of supreme importance that the adoption of other modes be accompanied by careful piloting and evaluation, in order that the possibilities of the introduction of systems characterised by greater deficiencies than those associated with the existing day release system are minimised.

The day release system, since its inception, has afforded a route to recognised educational qualifications and towards self-fulfilment through continued education to large numbers of young people who otherwise would not have received this opportunity. In this respect, the system has played an enormously important role.

9.2 Recommendations for further research

Despite the apparent proliferation of research, it will be observed that individual studies whose samples may be considered to be representative, and whose findings may be considered to be reliable indicators of the situation pertaining generally in day release, are few. It will also be observed that few of the studies have been commissioned or sponsored either by the government, or by the examining and training bodies closely associated with provision, the majority of studies having been initiated by individuals undertaking research on a personal basis, either as students registered for awards by thesis or dissertation, or by practitioners reporting their own work in the field.

Areas in which there is a particular paucity of material are clear:

(i) day release provision for the 'minority' target groups.

The majority of studies are concerned with day release as experienced by the young, male apprentice. There is little knowledge of the experience and attitudes either of girls, or of non-vocational students, or of older students following day release courses.

(ii) the effectiveness of day release in enhancing the quality of current and future aspects of the students' life and work.

The lack of knowledge in this area has already been noted, as has the absence of any adequate assessment of cost effectiveness.

Clearly, problems of research methodology act to inhibit research in these areas.

In addition to areas which are clearly under-researched, there are many previously researched areas in which recent developments both in the social, economic and educational context, and in the policies and practices of the bodies directly associated with day release, necessitate re-examination and renewed investigation in order that knowledge be brought up to date, and the effects of change assessed. These include, for example:

- (i) the effects on wastage and student achievement of the introduction of credit systems, etc.
- (ii) the influences on teaching/learning practices of new curriculum designs.
- (iii) the effects of the introduction of new systems of communication between the training and the educational bodies on the link between the education and training components of vocational preparation.

A third group of topics in which research is clearly needed is comprised of those indicated for further investigation by relatively recent studies, in order that emerging questions, problems and issues be disentangled and clarified. A particular example of this lies in the comparative study of day and block release modes.

There are, therefore, many areas associated with day release which present themselves for further investigation.

If priorities are to be identified, it is suggested, on the basis of this study, that three major fields of research emerge as fields of particular significance. These are:

- (i) the systematic evaluation of selected day release courses in terms of their contribution to the quality of life and work of the participants
- (ii) the specific influences of the changing policies and practices of the associated educational and training bodies on teaching and learning processes in day release courses
- (iii) the comparison of the strengths and weaknesses of alternative modes and systems of release, both within the United Kingdom, and between the United Kingdom and selected countries of the European Community.

Considerable advances have been made in the methodologies and instruments available to tackle the complex research problems associated with these fields of study.

In the context of, on the one hand, the prevalent concerns over the quality of provision and, on the other, the continuing pressures for the extension of the system,^{*} it is recommended that these three fields represent the most appropriate and potentially fruitful bases for advance.

* cf p. 27-30

Age at 31 December 1976

APPENDIX A

	16		17		18		Total	Total	Total
	Men	Women	Men	Women	Men	Women	1976	1970	1966
1 Day and block release									
2 Industry of employer:									
3 Agriculture, forestry & fishing	2,236	167	3,047	173	2,127	116	7,866	6,418	5,424
4 Mining & quarrying	921	12	1,749	45	2,155	39	4,921	6,047	8,616
5 Manufacturing industries:									
6 Food, drink & tobacco	731	241	1,277	408	1,190	334	4,181	5,353	5,728
7 Coal & petroleum products	140	25	349	34	339	21	908	726	) 9,297
8 Chemicals & allied industries	724	240	1,330	431	1,608	491	4,824	7,588	) 13,909
9 Metal manufacture	1,964	195	3,653	394	3,403	336	9,945	15,586	) 42,063
10 Mechanical engineering	6,019	523	11,728	959	12,106	638	31,973	42,063	) 68,242
11 Instrument engineering	390	48	776	87	855	65	2,221	2,903	) 20,583
12 Electrical engineering	2,402	233	4,840	484	5,963	364	14,286	20,583	) 5,006
13 Shipbuilding & marine engineering	812	21	1,557	51	1,643	32	4,116	4,759	15,159
14 Vehicles	3,373	274	5,308	430	5,210	303	14,898	16,100	5,783
15 Metal goods not elsewhere specified	855	125	1,740	212	1,954	162	5,048	7,656	4,024
16 Textiles	327	94	508	163	628	167	1,887	3,102	211
17 Leather, leather goods & fur	18	5	37	13	36	3	112	213	2,362
18 Clothing & footwear	149	166	239	185	230	105	1,074	1,496	2,199
19 Bricks, pottery, glass, cement, etc.	272	67	513	100	648	105	1,705	2,557	4,175
20 Timber, furniture, etc.	960	50	1,756	82	1,762	61	4,671	4,576	10,322
21 Paper, printing & publishing	509	107	1,397	208	2,326	166	4,713	8,717	2,740
22 Other manufacturing industries	376	95	855	168	932	149	2,575	3,613	45,153
23 Construction	4,475	126	9,440	229	11,890	167	26,327	33,767	11,569
24 Gas, electricity & water	1,330	224	2,452	386	2,532	355	7,279	9,696	14,386
25 Transport & communication	1,361	188	3,530	345	3,979	270	9,673	14,931	11,756
26 Distributive trades	1,318	973	2,422	1,424	2,357	1,130	9,624	9,498	
27 Insurance, banking & finance									
28 & business services	249	462	879	880	2,123	1,264	5,857	3,156	2,352
Professional & scientific services	962	818	2,097	2,193	2,756	2,029	10,855	17,662	19,834
Miscellaneous services	5,083	3,932	8,358	6,126	8,286	3,596	35,381	37,794	29,985
Public administration & defence	2,174	1,040	5,472	3,748	6,656	3,624	22,714	25,192	28,577
Total	40,130	10,451	77,309	19,958	85,694	16,092	249,634	313,095	326,809

Table 1: Students aged 16-18 released by their employers during working hours to attend part-time day courses at maintained, assisted and grant-aided major establishments, 1966, 1970, 1976.

Appendix A Table 2 Students aged 19-20 released by their employers during working hours to attend part-time day courses at maintained, assisted and grant-aided major establishments, 1966, 1970, 1976

		Age at 31 December 1976				Total 1976	Total 1970	Total 1966
		19		20				
		Men	Women	Men	Women			
Day & block release								
Industry of employer:								
1	Agriculture, forestry & fishing	1,026	74	469	29	1,958	1,399	1,191
2	Mining and quarrying	1,665	33	1,213	21	2,932	3,149	5,195
Manufacturing industries:								
3	Food, drink and tobacco	898	253	571	145	1,867	2,262	2,260
4	Coal & petroleum products	309	35	204	17	565	472	)
5	Chemicals & allied industries	1,589	439	1,216	319	3,563	4,331	) 6,065
6	Metal manufacture	2,676	165	1,443	67	4,351	6,276	6,341
7	Mechanical engineering	9,313	322	4,534	116	14,285	19,006	)
8	Instrument engineering	709	46	459	19	1,233	1,722	) 33,595
9	Electrical engineering	5,224	184	2,946	80	8,434	10,224	)
10	Shipbuilding & marine engineering	1,343	21	528	4	1,896	1,838	2,260
11	Vehicles	3,927	112	1,722	53	5,814	7,649	7,723
12	Metal goods not elsewhere specified	1,426	99	755	36	2,316	2,989	2,585
13	Textiles	537	107	365	61	1,070	1,646	2,207
14	Leather, leather goods & fur	28	4	12	-	44	166	100
15	Clothing & footwear	164	42	116	21	343	427	703
16	Bricks, pottery, glass, cement, etc.	514	61	313	40	928	1,218	1,183
17	Timber, furniture, etc.	1,218	31	445	14	1,708	1,388	1,260
18	Paper, printing & publishing	2,361	124	1,617	69	4,171	4,983	6,925
19	Other manufacturing industries	764	83	468	50	1,365	1,678	1,350
20	Construction	10,226	97	4,891	55	15,269	13,196	16,994
21	Gas, electricity & water	1,764	248	1,159	145	3,316	5,182	7,107
22	Transport & communication	3,362	111	1,864	79	5,416	6,239	6,068
23	Distributive trades	1,773	533	1,108	260	3,674	3,245	3,868
24	Insurance, banking & finance & business services	2,609	1,005	1,922	611	6,147	2,143	1,892
25	Professional & scientific services	2,929	1,661	2,671	1,336	8,597	8,246	9,576
26	Miscellaneous services	5,893	1,296	2,711	386	10,286	10,073	7,980
27	Public administration & defence	5,659	2,207	4,303	1,575	13,744	10,055	10,144
28	Total	69,906	9,393	40,025	5,608	124,932	131,202	144,572

APPENDIX BOCCUPATIONRECEIVING ASSOCIATED FURTHER EDUCATION

	<u>May 1971</u>		<u>May 1974</u>		<u>May 1977</u>	
	<u>Nos.</u>	<u>%</u>	<u>Nos.</u>	<u>%</u>	<u>Nos.</u>	<u>%</u>
STAFF EMPLOYEES						
Technicians	441	97.1	209	96.7	305	94.7
Administrative and Commercial Staff	10	100.0	0	0	2	66.6
Clerical, Secretarial & Office Staff	43	67.2	12	57.1	22	64.7
Supervisors	0	0	0	0	0	0
All other Staff Employees	20	100.0	9	47.4	18	81.8
STAFF EMPLOYEES - TOTAL	514	93.3	230	89.5	347	91.1
CRAFT OCCUPATIONS						
Metal Using Crafts	1,591	92.1	1,918	89.6	2,303	88.6
Outfitting Crafts	1,494	96.6	1,216	91.5	1,384	92.3
Engineering Crafts	1,060	98.0	689	94.6	597	97.0
Other Crafts	55	45.8	24	85.7	51	96.2
CRAFT OCCUPATIONS - TOTAL	4,200	93.8	3,847	91.0	4,335	90.9
TOTAL STAFF AND CRAFT EMPLOYEES	4,714	93.7	4,080	90.9	4,682	90.9

Table 1: Categories Receiving Release in the Shipbuilding Industry

REFERENCES

pp. iii-9

Introduction

- 1 KING, E.J. 1975 Post-compulsory Education in Western Europe Vol.2 'The Way Ahead'. Sage.
- 2 NEAVE, G. (Ed.) 1978 Research Perspectives on the Transition from School to Work. Council of Europe, p.1

SECTION IChapter 1

- 1 WILLIAMS, G. 1957 Recruitment to Skilled Trades. Routledge and Kegan Paul, pp. 151-152
- 2 Education Act 1944. 7 & 8, Geo. 6, chap. 31.
- 3 SADLER, M. (Ed.) 1907 Continuation Schools in England and Elsewhere. Publication of the University of Manchester, education series No.1, MUP.
- 4 BOARD OF EDUCATION 1909 Consultative Committee Report on attendance, compulsory or otherwise, at continuation schools Vols. 1 & 2 Cmnd.4758, HMSO.
- 5 BOARD OF EDUCATION 1917 Departmental Committee on Juvenile Education in relation to employment after the war, Final Report. Cmnd. 8512 'Lewis Report', HMSO.
- 6 Education Act 1918. 8 & 9, Geo. 5, chap. 21.
- 7 SILBERSTON, D. 1959 Youth in a Technical Age: a study of day release. Parrish.
- 8 Education Act 1944. op.cit.
- 9 Ibid. Section 44
- 10 MINISTRY OF EDUCATION 1947 Plans for County Colleges. Circular 139.
- 11 Ibid. para. 3.
- 12 Cited in PERRY, P.J. 1976 The Evolution of British Manpower Policy. Perry, para. 479.
- 13 SILBERSTON, D. 1959 Youth in a Technical Age: a study of day release. Parrish.
- 14 MINISTRY OF EDUCATION 1945 Youth's Opportunity: further education in County Colleges. Pamphlet No.3, HMSO.
- 15 MINISTRY OF EDUCATION 1947 Further Education: the scope and content of its opportunities under the Education Act 1944. Pamphlet No.8, HMSO.
- 16 CHANCELLOR OF THE EXCHEQUER 1944 Special Committee Report of the Committee on the Training of Civil Servants. Cmnd. 6525, HMSO.
- 17 SILBERSTON, D. 1959 op.cit.
- 18 MINISTER OF EDUCATION AND SECRETARY OF STATE FOR SCOTLAND 1956 Technical Education. Cmnd. 9703, HMSO.
- 19 Ibid. p. 37.
- 20 MINISTRY OF EDUCATION 1961 Better Opportunities in Technical Education. Cmnd. 1254, HMSO.
- 21 INDUSTRIAL TRAINING COUNCIL 1960 Training boys in industry: the non-apprentice. ITC.

pp.9-18

- 22 MINISTRY OF EDUCATION 1959 National Advisory Council on Education for Industry and Commerce, Report of the Advisory Committee on Further Education for Commerce, 'McMeeking Report'. HMSO.
- 23 MINISTER OF AGRICULTURE, FISHERIES AND FOOD and MINISTER OF EDUCATION 1958 Special Committee, Report of the Committee on Further Education for Agriculture. Cmnd. 614, De La Warr Report', HMSO.
- 24 MINISTRY OF EDUCATION 1960 National Advisory Council on Education for Industry and Commerce, Advisory Sub-committee on Further Education for Agriculture, First Report, 'First Lampard-Vachell Report'. HMSO.
- 25 MINISTRY OF EDUCATION 1960 National Advisory Council on Art Education, First Report, 'First Coldstream Report'. HMSO.
- 26 MINISTRY OF EDUCATION 1960 National Advisory Council on Art Education, Vocational courses in colleges and schools of art, 'Second Coldstream Report.' HMSO.
- 27 MINISTRY OF LABOUR AND NATIONAL SERVICE 1958 National Joint Advisory Council: Sub-Committee, Training for Skill: recruitment and training of young workers in industry, 'Carr Report'. HMSO
- 28 Ibid. para. 70., p.v
- 29 MINISTER OF LABOUR 1962 Industrial Training: Government proposals. Cmnd. 1892, HMSO.
- 30 MINISTRY OF EDUCATION 1959 Central Advisory Council for Education (England) 15-18, 'Crowther Report'. HMSO.
- 31 Ibid., para. 283
- 32 Ibid. para. 690.
- 33 Ibid., para. 522
- 34 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Special Committee, Day Release. HMSO, p.6.
- 35 Ibid., para. 20
- 36 PRIME MINISTER 1963 Committee on Higher Education, Higher Education. Cmnd. 2154, HMSO.
- 37 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Day Release op.cit., pp.9/10
- 38 Ibid., para. 10.
- 39 SCOTTISH EDUCATION DEPARTMENT 1962 Scottish Technicians' Education Consultative Council, Development of Day Release Committee, First Report, 'Oakley Report'. Scottish Education Department.
- 40 MINISTRY OF EDUCATION 1961 Central Advisory Council for Education (Wales), Technical Education in Wales, 'Third Oldfield-Davies Report'. HMSO.
- 41 ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS 1964 The Henniker-Heaton Report: a commentary. ATTI, p.3.
- 42 NATIONAL FEDERATION OF PROFESSIONAL WORKERS 1965 Day Release for clerical workers: a critical analysis of the Henniker-Heaton Report on day release. NFPW.
- 43 Industrial Training Act 1964 Eliz. II 1963, Chap. 16. HMSO
- 44 MINISTER OF LABOUR 1962 Industrial training: Government proposals. Cmnd. 1392, HMSO, para. 6.
- 45 PERRY, P.J. 1976 op.cit.
- 46 PERRY, P.J. 1976 op.cit., chap. X.

- 47 MINISTER OF LABOUR 1962 op.cit.
- 48 Industrial Training Act 1964 op.cit. Section 2.
- 49 Ibid. Sections 11 & 12.
- 50 Ibid. Section 11.
- 51 PERRY, P.J. 1976 op.cit., para. 439.
- 52 VENABLES, E. 1975 'The Local Tech: an agent of social mobility?' in Learning and Earning. Aspects of day release in further education. NFER, p.14.
- 53 CANTOR, L.M. and ROBERTS, I.F. 1972 Further Education in England and Wales. Routledge & Kegan Paul, p.93
- 54 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Day Release. Op.cit., para. 14
- 55 ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS, op.cit.
- 56 CANTOR AND ROBERTS 1972 op.cit., p. 79.
- 57 CENTRAL TRAINING COUNCIL 1965 Memorandum No.1, Industrial Training and Further Education. HMSO.
- 58 CENTRAL TRAINING COUNCIL 1966 Memorandum No.4, Industrial Training and Further Education - a further statement. HMSO.
- 59 DEPARTMENT OF EDUCATION AND SCIENCE 1967 Administrative Memorandum 25/67, 'The Joint Planning of Further Education and Industrial Training'. HMSO, para 2.
- 60 Cited in letter 26.3.69 from Department of Employment and Productivity to Industrial Training Boards.
- 61 LYON, D.M.. 1969 'Day Release - Reality or Myth?', Secretaries Chronicle, November 1969, p.358.
- KEENE, N.B. 1969 The Employment of Young Workers. B.T. Batsford.
- 62 KANETI BARRY, S.M. 1975 'Some constraints on change within Departments of Engineering in Further Education Institutions' in Learning and Earning NFER.
- 63 REID, S. 1976 'Stop release student slump, ILEA urges', Times Higher Education Supplement, 30th July 1976.
- 64 BURY, M.O. 1972 The Industrial Training Act, Paper to ACFHE, p. 9.
- 65 F. METCALFE. 1972 The First Ten Years. Engineering Industry Training Board.
- 66 ENGINEERING INDUSTRY TRAINING BOARD 1972 Statement submitted in response to the 1972 Consultative Paper, 'Training for the Future'. EITB
- 67 VENABLES, E. 1975 The Local Tech: an agent of social mobility? Op.cit.
- 68 Letter of Department of Employment and Productivity to the Industrial Training Boards, 26th March, 1969.
- 69 Education and Training Act 1973 Eliz. II 1973, HMSO, chap. 50.
- 70 DEPARTMENT OF EMPLOYMENT 1972 Training for the Future - a Plan for discussion. HMSO
- 71 MANSELL, J. 1972 'Training without the Levy', Technical Journal, Vol.10, No.2, March 1972, pp. 14/15.
- 72 MANPOWER SERVICES COMMISSION 1974 An Approach to Training Recommendations. Memorandum TSA/MS. MSC, para. 9.

- 73 DEPARTMENT OF EDUCATION AND SCIENCE/NACEIC 1969 Report of the Committee on Technician Courses and Examinations, 'Haslegrave Committee'. HMSO.
- 74 SECRETARY OF STATE FOR EDUCATION AND SCIENCE 1966 A plan for polytechnics and other colleges: higher education in the further education system. Cmd. 3006, HMSO.
- 75 KING, E.J. 1974 Post compulsory education in Western Europe. Vols. 1 and 2, Sage.
- 76 ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS 1972 The Education of the 16-19 age group. ATTI.
- 77 Ibid.
- 78 LABOUR PARTY 1972 Labour's Programme for Britain.
- 79 CITY AND GUILDS OF LONDON INSTITUTE 1974 Further Education of 16-19 year olds by part-time day release. Memorandum to the Secretary of State for Education and Science.
- 80 NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION 1974 Statement on a Curriculum for Extension of Day Release. NATFHE.
- 81 Anon. 'Compulsory day release urged' Times Higher Education Supplement, 26th May 1978.
- 82 Anon. 'Day Release for all urges NUT' Times Higher Education Supplement, 14th July 1978.
- 83 WHITING, C. Cited in Dobinson 'The Young Worker's need for day release' Technical Journal, Vol. 7, No.1, Feb. 1969, pp. 11/12.
- 84 DOBINSON, C.H., 'The Young Worker's need for day release', op.cit. pp.11/12
- 85 CONFEDERATION OF BRITISH INDUSTRY 1978 CBI Bulletin, Nov. 1978, Vol.8, No.4, p.1.
- 86 FLOWER, F. & KAUFMAN, M. 1976 Waiting for day release. Times Educational Supplement, 5.3.76.
- 87 MERRITT, N. & YATES, A.H. 1974 Compulsory part-time education in West Germany. Coombe Lodge Paper.
- 88 FLOWER, F. & KAUFMAN, M. 1976 Op.cit.
- 89 MANPOWER SERVICES COMMISSION 1975 Vocational preparation for young people.
- 90 Circular 6/76 1976 Unified Vocational Preparation.
- 91 SAMUEL, P. 1977 Unified Vocational Preparation. Coombe Lodge Reports, Vol.10, No.9, 1977.
- 92 DEPARTMENT OF EDUCATION AND SCIENCE 1976 Administration Memorandum 11/76
- 93 MANPOWER SERVICES COMMISSION 1978 Training for skill: a programme for action. MSC.
- 94 MANPOWER SERVICES COMMISSION 1976 Training for Vital Skills. Consultative document.
- 95 MANPOWER SERVICES COMMISSION 1978 Training for skills: a programme for action. Op.cit., p.7
- 96 DEPARTMENT OF EMPLOYMENT/DEPARTMENT OF EDUCATION AND SCIENCE 1979 Education and training for 16-18 year olds. HMSO.
- 97 DEPARTMENT OF EMPLOYMENT/DEPARTMENT OF EDUCATION AND SCIENCE 1979 A Better Start in Working Life. HMSO.
- 98 Ibid., para 11.

pp. 33-60

- 99 Anon. 'Not ready for day release' Times Educational Supplement, 13th January 1978.
- 100 EXPENDITURE COMMITTEE 1978 13th Report, People and Work: prospects for jobs and training. HMSO.
- 101 Discussion with DES official, July 1979.

Chapter 2

- 1 DEPARTMENT OF EDUCATION AND SCIENCE 1978 Report No.94, Non-advanced Further Education. HMSO.
- 2 BUSINESS EDUCATION COUNCIL 1976 First Policy Statement. BEC.
- 3 LEE, D.J. 1975 'Neglected Territory - the Regional Factor in Further Education' in Learning and Earning. NFER.
- 4 KANETI BARRY, S.M. 1975 Op.cit.
- 5 BURGESS, T. & PRATT, J. 1970 Policy and Practice - The colleges of advanced technology. Allen Lane, The Penguin Press.
- 6 TIPTON, B.F.A. 1973 Conflict and change in a technical college. Hutchinson.
- 7 LOCKE, M. 1978 Traditional controls in the making of a polytechnic. Thames Polytechnic.

SECTION II

Introduction

- 1 KING, E.J. 1975 Post-compulsory Education in Western Europe: the Way Ahead. Vol.II. Sage.

Chapter 3

- 2 VENABLES, E. 1974 Apprentices out of their time. Faber and Faber, p.69.
- 3 MUMFORD, A. 1963 'The Image of Technical Education', Vocational Aspect, XV. 31, 1963, p.94.
- 4 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Special Committee, Day Release. HMSO.
- 5 DEPARTMENT OF EDUCATION AND SCIENCE/DEPARTMENT OF EMPLOYMENT 1979 Education and training for 16-18 year olds. A consultative paper. HMSO.
- 6 BURY, M.O. 1976 'What Industry wants from the Schools', Education, Vol. 148, 9th July 1976, pp. 41/42.
- 7 FURTHER EDUCATION STAFF COLLEGE 1969 Educational Aspects of ITB's, Reports, Vol.2, No.13, 1969.
- 8 SINGER, E.J. & McDONALD, I.D. 1970 Is apprenticeship outdated? London Institute of Personnel Management.
- 9 MONTFORD, G.T. 1974 City and Guild courses for the unskilled. Coombe Lodge reports, Vol.7, No.10, pp. 667/673.
- 10 Ibid.
- 11 VENABLES, E. 1974 Op.cit., p.131.

- 12 BURY, M.O. 1976 Op. cit.
- 13 VENABLES, E. 1974 Apprentices out of their time. Op.cit., chap.8.
- 14 CANNELL, G.H.P. 1976 A survey of some ideas, policies and reported practices in the provision of continuing general education for 16-19 year olds in Further Education. Dip.F.E., Garnett College.
- 15 VENABLES, E. 1967 The Young Worker at College. Faber and Faber, Part III.
- 16 STEVENS, R.A.W. 1977 Industrial Motivation. Dissertation, Garnett College.
- 17 See, for example, PICKUP, A.J. 1976 Aims, Objectives and Evaluation in Vocational Education. Coombe Lodge reports, Vol.9, Part 10, pp.301/306.
- 18 VENABLES, E. 1967 The Young Worker at College. Op.cit.
TAYLOR, H.T. & BEAUMONT, T. 1969 'Some thoughts on the Basic Engineering Craft Studies Course' Industrial Training International, Vol.4, No.11, 1969, p.485.
- 19 LEE, D.J. 1975 'Neglected Territory - the Regional Factor in Further Education' Op.cit.
- 20 DEASY, A.J. 1977 An examination of the development of the curricula of a local Further Education college, 1963-1976, with particular reference to engineering studies. Dissertation, Garnett College.
- 21 MINISTRY OF EDUCATION 1959 Central Advisory Council for Education, 15 to 18, 'Crowther Report'. HMSO.
- 22 JOHNSON, R.J. 1977 Meeting Needs - Training in Context. Paper presented to ACFHE, February 1977, p.8.
- 23 METCALFE, F. 1970 'Partnership between Education and Industry: is it working?' Technical Journal, October 1970, p.15.
- 24 SCOTT, P. 1969 'Curb the Boards, say Principals', Times Educational Supplement, 17th October 1969, p.10.
- 25 VENABLES, E. 1974 'The Reserve of Ability in Part-time Technical College Courses' in Intelligence and Motivation among Day Release Students. NFER, p.28
- 26 HAIGH, J. 1970 The State provision of education and training, the Industrial Training Act 1964 and the concept of apprenticeship. Thesis, MA, University of London Institute of Education.
- 27 ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS 1972 The Education of the 16-19 age group. ATTI.
- 28 GOURLAY, R.M. 1975 'Apprenticeship, Education and Training', Ideas, No.31, July 1975, pp.32/34.
- 29 HAIGH, J. 1970 Op.cit.
- 30 CENTRAL TRAINING COUNCIL 1965 Memorandum No.1, Industrial Training and Further Education. CTC.
- 31 MINISTRY OF LABOUR/MINISTRY OF EDUCATION 1945 Joint Consultative Committee, Report on the Recruitment and Training of Juveniles in Industry. HMSO.
- 32 DEPARTMENT OF EMPLOYMENT/DEPARTMENT OF EDUCATION AND SCIENCE 1979 A Better Start in Working Life. HMSO.
- 33 CENTRAL TRAINING COUNCIL 1965 Op.cit.
- 34 FURTHER EDUCATION STAFF COLLEGE 1969 Op.cit.
- 35 See, for example, WARREN, H. 1972 A Philosophy of Technical Education. Paper presented to ACFHE, February 1972.

- 36 VENABLES, E. 1975 'The Local Tech: an agent of social mobility?' Op.cit.
- 37 METCALFE, F. 1970 'The Partnership between Education and Industry' Op.cit.
- 38 MINISTRY OF EDUCATION 1969 Administrative memorandum 2/69. HMSO.
- 39 CANTOR, L.M. and ROBERTS, I.F. 1972 Op.cit., p.272.
- 40 Discussions with DES and DE officials.
- 41 MASON, G. S. 1970 Vocational Training in Further Education. Dissertation, Garnett College.

Chapter 4

- 1 PRESIDENT OF THE BOARD OF EDUCATION 1943 Educational Reconstruction. Cmd. 6458, HMSO.
- 2 MINISTRY OF EDUCATION 1945 Youth's Opportunity: further education in County Colleges. Pamphlet No.3, HMSO.
- 3 Ibid., para. 106
- 4 Ibid., para. 95
- 5 Ibid. para. 96
- 6 Ibid., para. 109
- 7 Ibid., para. 109
- 8 Ibid., para. 110
- 9 MINISTRY OF EDUCATION 1947 Further Education: the scope & content of its opportunities under the Education Act 1944. Pamphlet No.8, HMSO., p.10.
- 10 SILBERSTON, D. 1959 Youth in a Technical Age: a study of day release. Parrish.
- 11 MINISTER OF EDUCATION AND SECRETARY OF STATE FOR SCOTLAND 1956 Technical Education. Cmd. 9703, HMSO.
- 12 Ibid., p.5
- 13 MINISTRY OF EDUCATION 1957 Liberal Education in technical colleges. Circular 323, HMSO.
- 14 CANTOR, L.M. and ROBERTS, I.F. 1972 Op.cit.
- 15 MINISTRY OF EDUCATION 1957 Op.cit.
- 16 MINISTRY OF EDUCATION 1961 Better Opportunities in technical education. Cmd. 1254, HMSO.
- 17 Ibid., p.15.
- 18 MINISTRY OF EDUCATION 1960 The education services and training for industry. Circular 9/60, HMSO.
- 19 MINISTRY OF EDUCATION 1962 Committee on General Studies General Studies in technical colleges. HMSO.
- 20 Ibid.
- 21 CITY AND GUILDS OF LONDON INSTITUTE 1970 General Studies. CGLI., Foreword.
- 22 WILLIAMS, I. 1970 'Making the most of General Studies in Further Education', Further Education, Summer 1970, pp.101/3.
- 23 DEPARTMENT OF EDUCATION AND SCIENCE 1969 National Advisory Council on Education for Industry and Commerce Report of the Committee on Technician Courses and Examinations, 'Haslegrave Report'. HMSO

- 24 Ibid.
- 25 CANTOR, L.M. and ROBERTS, I.F. 1972 Op.cit., p.103.
- 26 MINISTRY OF EDUCATION 1949 Special Committee, Report on education for commerce, 'Carr-Saunders Report'. HMSO
- 27 MINISTRY OF EDUCATION 1959 National Advisory Council on Education for Industry and Commerce, 'McMeeking Report'. HMSO.
- 28 MINISTRY OF EDUCATION 1959 Further Education for Commerce. Circular 5/59, HMSO.
- 29 MINISTRY OF EDUCATION 1960 Report of the working party appointed to examine the scheme of management studies, 'Arnold Report'. HMSO.
- 30 CENTRAL TRAINING COUNCIL 1966 Training for Commerce and the Office. HMSO.
- 31 DEPARTMENT OF EDUCATION AND SCIENCE 1969 Report of the Committee on Technician Courses and Examinations. Op.cit.
- 32 NACAE 1962 Vocational Courses in Colleges and Schools of Art, 'Second Coldstream Report'. HMSO.
- 33 DEPARTMENT OF EDUCATION 1970 National Advisory Council on Art Education, Structure of Art and Design Education in the Further Education Sector, 'Coldstream-Summerson Report'. HMSO.
- 34 DEPARTMENT OF EDUCATION AND SCIENCE 1974 Working group on Vocational Courses in the Design Technician Area. HMSO.
- 35 MINISTER OF AGRICULTURE, FISHERIES AND FOOD/MINISTER OF EDUCATION 1958 Report of the Committee on Further Education for Agriculture, 'De La Warr report'. Cmd. 614, HMSO.
- 36 DEPARTMENT OF EDUCATION AND SCIENCE 1966 National Advisory Council on Education for Industry and Commerce, Report of the advisory committee on agricultural education. HMSO.
- 37 DEPARTMENT OF EDUCATION AND SCIENCE 1974 Report of the Joint Advisory Committee on Agricultural Education, 'Hudson Report'. HMSO.
- 38 LOCKE, M. and PRATT, J. 1979 A Guide to Learning after School. Pelican, p.82.
- 39 MINISTRY OF EDUCATION 1950 Pre-nursing Courses in Secondary Schools and Establishments of Further Education. Administrative Memorandum No.363, HMSO.
- 40 NATIONAL COUNCIL OF NURSES IN THE U.K. and ROYAL COLLEGE OF NURSING 1964 A Reform of Nursing Education. RCN/NCN.
- 41 Verbal statement of policy provided by the GNC, July 1979.
- 42 SILBERSTON, D. 1959 Op.cit.
- 43 MINISTRY OF EDUCATION 1959 Central Advisory Council for Education, 15 to 18, 'Crowther Report'. HMSO, para.252.
- 44 Ibid.
- 45 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Special Committee, Day Release. HMSO.
- 46 DEPARTMENT OF EDUCATION AND SCIENCE 1967 Further Education for the General Student, Report on courses in colleges of further education for young people who need no vocational qualifications. HMSO.
- 47 MINISTRY OF EDUCATION 1963 Central Advisory Council for Education, Half our Future, 'Newsom Report'. HMSO.

- 48 DEPARTMENT OF EDUCATION AND SCIENCE 1967 Op.Cit.
- 49 LONDON COUNTY COUNCIL 1962 Special Committee, On From School: educational provision for young people under the age of 18 who have left school, 'Briault Report'. LCC.
- 50 FLOWER, F. 1979 Draft summary of study prepared for the Further Education Curriculum Review and Development Unit. (Unpublished)
- 51 Information supplied by the University of London Entrance and Schools Examination Council. (Unpublished)
- 52 DEPARTMENT OF EDUCATION AND SCIENCE 1976 Report of H.M. Inspectors on Curricula for non-participant 16-19's. HMSO, p.2.
- 53 COMMISSION OF EUROPEAN COMMUNITIES 1971 Guidelines for the Development of the Programme for Vocational Training at Community level, endorsed by the Council of Members, 12th August 1971.
- 54 PERRY, P.J. 1976 Op.cit., p.309
- 55 EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING 1979 Continuing Education and Training. CEDEFOP.
- 56 NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION 1974 Statement on a Curriculum for Extension of Day Release. NATFHE.
- 57 DEPARTMENT OF EDUCATION AND SCIENCE 1976 Unified Vocational Preparation: a pilot approach. Circular 6/76, HMSO.
- 58 TRADES UNION CONGRESS 1978 The 16-18's: the Next Steps. TUC.
- 59 Discussion with DES official, July 1979.
- 60 DEPARTMENT OF EMPLOYMENT/DEPARTMENT OF EDUCATION AND SCIENCE 1979 A Better Start in Working Life. HMSO.
- 61 DEPARTMENT OF EDUCATION AND SCIENCE 1977 Links between the Training and Further Education Services. Administrative Memorandum 12/77, HMSO.
- 62 DEPARTMENT OF EDUCATION AND SCIENCE 1967 The Joint Planning of Further Education and Industrial Training. Administrative memorandum 25/67, HMSO.
- 63 TRAINING AND FURTHER EDUCATION CONSULTATIVE GROUP 1978 Bulletin No.4 December 1978.

Chapter 5

- 1 BOARD OF EDUCATION 1958 Special Committee, Report of the Departmental Committee on Examinations for Part-time Students, 'Atholl Report'. HMSO.
- 2 See, for example, O.U. Foss, 'City and Guilds and Further Education' Further Education Staff College, Report 1973: 'The Royal Society of Arts and its examinations; Technical Journal, October 1970, pp.15-16.
- 3 DEPARTMENT OF EDUCATION AND SCIENCE 1965 Report on Education No.26 National Certificates and Diplomas. HMSO.
- 4 See, for example, City and Guilds of London Institute, 'Examinations Policy' (Booklet)
- 5 TECHNICIAN EDUCATION COUNCIL 1974 First Policy Statement. TEC.
- 6 CITY AND GUILDS OF LONDON INSTITUTE 1978 772 - Certificate in Communication Skills - Level 1 for examination in December 1978, March 1979 and June 1979. CGLI.
- 7 CITY AND GUILDS OF LONDON INSTITUTE 1978 Broadsheet No.84, October 1978, p.1.

pp. 100-111

- 8 CITY AND GUILDS OF LONDON INSTITUTE nd Examinations Policy Op.cit.
FOSS, O.U. 1973 Op.cit.
- 9 TECHNICIAN EDUCATION COUNCIL 1974 Op.cit.
- 10 Ibid.
- 11 CITY AND GUILDS OF LONDON INSTITUTE 1970 General Studies. CGLI.
- 12 Ibid.
- 13 CITY AND GUILD OF LONDON INSTITUTE 1976 Broadsheet Number 79,
November 1976, p.2.
- 14 Ibid. p.2
- 15 TECHNICIAN EDUCATION COUNCIL 1974 Op.cit.
- 16 See, for example, VENABLES, E. The Young Worker at College Op.cit.
- 17 KANETI BARRY, S.M. 1974 Engineering Craft Studies: Monitoring a New
Syllabus. NFER.
- 18 DEASY, A.J. 1977 Op.cit.
- 19 RUSSELL, T.J. 1975 The present problems of curriculum development in
Further Education. Coombe Lodge Reports, Vol.8, No.6.
- 20 DEASY, A.J. 1977 Op.cit.
- 21 Coombe Lodge Report The Development of Further Education III, Vol.8, no.6
1975.

Chapter 6

- 1 PERRY, P.J. 1976 Evolution of British Manpower Policy. Perry.
- 2 MANPOWER SERVICES COMMISSION 1978 Review and Plan 1978. MSC, para.3.12
- 3 MANPOWER SERVICES COMMISSION 1978 Ibid., chap. 3
- 4 MANPOWER SERVICES COMMISSION 1978 Training for skills: a programme
for action. MSC
- 5 PERRY, P.J. 1976 Op.cit., Part 4.
- 6 VAN DER EYKEN, W. 1975 'Success in craft and technician courses;
evidence from a four-year follow-up study in two Further Education
Technical Colleges' in Learning and Earning. NFER.
- 7 KANETI BARRY, S.M. 1974 Engineering Craft Studies: Monitoring a new
syllabus. NFER.
- 8 CANTOR, M. and ROBERTS, I.F. 1972 Op.cit.
- 9 VENABLES, E. 1974 Apprentices out of their time. Op.cit.
- 10 ENGINEERING INDUSTRY TRAINING BOARD 1978 'Review of craft apprenticeship
in engineering', EITB Information, p.49
- 11 See, for example, MASON, C.S. 1970 Vocational training in colleges of
further education. Dissertation, Garnett College.
- 12 PERRY, P.J. 1976 Evolution of British Manpower Policy. Perry.
- 13 Anon. 1975 'Road Transport Industry Training Board', Industrial
Training International, January 1975, Vol.10, No.1.
- 14 LONGBOTTOM, B.C. 1978 'Craft Training in the Shipbuilding Industry'
Training Officer, April 1978.
- 15 BENETT, Y. 1970 'The education of Mechanical Engineering Technicians
and the Haslegrave Report', Vocational Aspects, Vol. 22, Summer 1970,
pp.53/56.
- 16 ENGINEERING INDUSTRY TRAINING BOARD 1979 Further Education for the

pp.111-121

- 17 TECHNICIAN EDUCATION COUNCIL 1979 'Joint CEEB/TEC Project'
TEC News, No.12, April 1979, p.1.
- 18 See, for example, SHIRE, J. 1977 'TEC programmes cause confusion in
the Colleges', Building Trades Journal, Vol. 174, No.5221, October 1977.
- 19 COLLIER, L.J. 1971 'A Basic Training Course for Junior Clerks',
The Training Officer, April 1971.
- 20 Discussion with TSD official.
- 21 ENGINEERING INDUSTRY TRAINING BOARD 1976/77 Annual Report.
- 22 MONTFORD, G.T. 1974 City and Guilds courses for the unskilled.
Coombe Lodge reports, Vol.7, No.10, 1974, pp.667/673
- 23 Discussion with Professor R. Johnson, Director of Training, TSD.

Chapter 7

- 1 JANNE, H. 1978 Adult education: an agent of social change. Paper delivered to
Annual Conference of the Universities Council for Adult Education, April 1978.
- 2 MANPOWER SERVICES COMMISSION 1978 Review and plan. Op.cit., chap.2.
- 3 EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING 1979 Op.cit.

SECTION IIIChapter 8

- 1 RYRIE, A.C. and WEIR, A.D. 1978 Getting a trade: a study of
apprenticeship. Hodder, for Scottish Council for Research in Education.
- 2 Ibid., p.111.
- 3 Ibid., p.52.
- 4 Ibid., p.109.
- 5 PATEMAN, R. 1971 A follow-up study of day release for agricultural
students at Oxfordshire Technical Colleges. M.Phil. Thesis, Reading.
- 6 RYRIE, A.C. and WEIR, A.D. 1978 Op.cit.
- 7 SINGER, E.J. and MacDONALD, I.D. 1970 Is apprenticeship outdated?
London Institute of Personnel Management
- 8 MOORE, B.M. 1969 Block of day release? A comparative study of
engineering apprentices. NFER.
- 9 RYRIE, A.C. and WEIR, A.D. 1978 Op.cit., p.54.
- 10 PATEMAN, R. 1971 Op.cit.
- 11 RYRIE, A.C. and WEIR, A.D. 1978 Op.cit., pp.87/88.
- 12 MOORE, B.M. 1969 Op.cit.
- 13 Ibid.
- 14 Ibid.
- 15 Ibid.
- 16 TAYLOR, H.T. and BEAUMONT, T. 1969 'Some thoughts on the Basic
Engineering Craft Studies Course', Industrial Training International,
Vol.4, No.11, 1969.
- 17 VENABLES, E. 1974 'The reserve of ability in part-time technical
college students' in Intelligence and Motivation among day release
students. NFER.

- 18 ASHTON, G.L. 1965 'Enrolment and examination success of day release students by size of firm', British Journal of Industrial Relations, Vol.3, No.
- 19 SWEENEY, D. 1973 'The Vanishing Apprentice', Education and Training, Vol.15, No.8/9, p.297/298.
- 20 DEPARTMENT OF EDUCATION AND SCIENCE 1964 Day Release. HMSO
- 21 Anon. 1975 'Why the day release system is stagnating', Training Times, Nov. 1975, No.40, p.2.
- 22 CARPET INDUSTRY TRAINING BOARD 1977 A review of present and future requirements in the Carpet Industry. Carpet ITB.
- 23 SWEENEY, D. 1973 Op.cit.
- 24 RYRIE A.C. and WEIR, A.D. 1978 Op.cit.
- 25 MINISTRY OF EDUCATION/NACEIC 1959 Report on the wastage of students from part-time technical and commercial courses. NACEIC.
- 26 HOLT, M. 1978 'Review of research into aspects of the education and training of young part-time students', in Research perspectives in the transition from school to work. Council of Europe.
- 27 MOORE, B.M. 1969 Op.cit.
- 28 ABEL, R.A. 1962 'The attitudes of part-time day release students'. Educational Research 4, February 1962, p.140-147.
- 29 MOORE, B.M. 1969 Op.cit.
- 30 NORMAN, W.C. 1972 'General Studies at Waterfield Technical and Art Colleges', General Education, No.19, Autumn
- 31 ABEL, R.A. 1962 'The attitudes of part-time day release students' Op.cit.
- 32 BURY, M.O. 1976 'What Industry wants from the Schools', Education, Vol. 148, 9th July 1976, pp.41/42.
- 33 MOORE, B.M. 1969 Op.cit.
- 34 MORRIS, R.G. 1971 An enquiry into the attitudes of employers towards liberal studies for part-time students in the technical college. M.Phil, Reading.
- 35 See, for example,
MOORE, B.M. 1969 Op.cit.
JORDAN, E.R.J. nd Identification of training needs in terms of the provision of further education for trainee butchers on a part-time butcher's course.
EDWARDS, T. 1976 A study of the day release primary course organised by the Institute of Travel Agents. University of Cardiff. Unpublished.
- 36 MOORE, B.M. 1969 Op.cit.
- 37 MOORE, B.M. 1969 Op.cit.
- 38 VENABLES, E. 1974 Apprentices out of their time. Op.cit.
- 39 JAMES, A 1971 The further education and training of mechanical engineering technicians in the North-east region. Thesis, Newcastle-upon-Tyne.
- 40 PATEMAN, R. 1971 Op.cit.
- 41 VENABLES, E. 1974 Apprentices out of their time. Op.cit., p. 107.
- 42 VENABLES, E. 1975 'The Local Tech: an agent of social mobility?' Op.cit.
- 43 ASHTON, G.L. 1965 Op.cit.

pp. 127-131

- 44 SWEENEY, D. 1973 Op.cit., pp.297/8.
- 45 MOORE, B.M. 1969 Op.cit.
- 46 Ibid.
- 47 PATEMAN, R. 1971 Op.cit.
- 48 Ibid.
- 49 VENABLES, E. 1974 'The Reserve of Ability in Part-time Technical College Courses' in Intelligence and Motivation among Day Release Students. NFER.
- 50 MATHEWS, D. 1977 The relevance of school learning experience to performance in industry. Research Report No.6, EITB.
- 51 WEIR, A. 1971 A day off work? The attitudes of craft apprentices to Further Education. The Scottish Council for Research in Education.
- 52 VAN DER EYKEN, W. 1975 'Success in Craft and Technician Courses: evidence from a 4-year follow-up study in two Further Education Technical Colleges' in Learning and Earning. NFER.
- 53 VENABLES, E. 1974 'Social differences between day release students in terms of recruitment and examination success' in Intelligence and Motivation among day release students. Op.cit.
- 54 VENABLES, E. 1967 The Young Worker at College. Faber and Faber, pp.153/157.
- 55 RYRIE, A.C. and WEIR, A.D. 1978 Op.cit., p.158
- 56 WEIR, A. 1974 'Selecting Craft and Technician Apprentices', Studies in Design, Education and Craft, Vol.6, No.2, Spring 1974, pp.23/26.
- 57 VENABLES, E. 1967 The Young Worker at College. Op.cit., pp.153/157.
- 58 VENABLES, E. 1975 'Placement problems in part-time engineering courses' in Intelligence and motivation among day release students. Op.cit.
- 59 RYRIE, A.C. AND WEIR, A.D. 1978 Op.cit.
- 60 Ibid.
- 61 ABEL, R.A.D. 1964 The effect of compulsory part-time day release education upon the attitudes towards further education of ex-secondary technical and modern schoolboys. Thesis, London University Institute of Education.
- 62 PATEMAN, R. 1971 Op.cit.
- 63 SIMON, M. 1977 Youth into Industry: a study of young people's attitudes to work at a large Midlands factory. National Youth Bureau.
- 64 HASTINGS, C. 1977 A study of apprentice attitudes. AnCo.
- 65 RYRIE, A.C. and WEIR, A.D. 1978 Op.cit.
- 66 LONDON COUNTY COUNCIL 1962 Special Committee, On from School: educational provision for young people under the age of 18 who have left school, 'Briault Report'. LCC.
- 67 MERRITT, N and YATES, A.H. 1974 Compulsory Part-time education in West Germany. Coombe Lodge Paper.
- 68 VENABLES, E. 1974 'Placement problems in part-time Engineering Courses' in Intelligence and Motivation among day release students. Op.cit.
- 69 KEENE, N.B. 1969 The Employment of Young Workers. B.T. Batsford.
- 70 LYON, D.M. 1969 'Day Release - Reality or Myth?', Secretaries Chronicle, Nov. 1969, p.358.
- 71 VENABLES, E. 1974 'Placement problems in part-time Engineering Courses' Op.cit.

pp.131-138

- 72 PATEMAN, R. 1971 Op.cit.
- 73 SWEENEY, D. 1973 Op.cit.
- 74 VENABLES, E. 1974 'Placement problems in part-time Engineering Courses' Op.cit.
- 75 VAN DER EYKEN, W. 1975 Op.cit.
- 76 SIMPSON, E.J. 1977 An investigation into some aspects of motivation of selected part-time engineering craft students. Dissertation, Garnett College.
- 77 SWEENEY, D. 1973 Op.cit.
- 78 CARTER, M. 1966 Into Work. Penguin.
- 79 ASHTON, D.N. & FIELD, D. 1976 Young Workers. Hutchinson.
- 80 CHERRY, N. 1975 'Further Education: implications of a longitudinal study' in Learning and Earning. Op.cit.
- 81 VENABLES, E. 1974 'Social differences between day release students in terms of recruitment and examination success' Op.cit.
- 82 VENABLES, E. 1974 'Placement problems in part-time Engineering Courses' Op.cit.
- 83 See, for example, CARR, H.C. 1971 The approach to General Studies in Six Technical Colleges on Merseyside. Dissertation, University of Leeds Institute of Education.
- 84 MINISTER OF EDUCATION/SECRETARY OF STATE FOR SCOTLAND 1956 Technical Education. Cmd. 9703, HMSO.
- 85 MINISTER OF EDUCATION/CENTRAL ADVISORY COUNCIL FOR EDUCATION 1959 15-18, 'Crowther Report'. HMSO.
- 86 VENABLES, E. 1975 'The Local Tech: an agent of social mobility?' Op.cit., pp.20/23.
- 87 VAN DER EYKEN, W. 1975 Op.cit.
- 88 WEIR, A. 1971 A day off work. Op.cit.
- 89 MINISTRY OF EDUCATION/NACEIC 1959 Op.cit.
- 90 LIPSCHITZ, S. 1972 'Why do they leave?', Nature, No.235, 11th Feb. 1972, pp.313/314.
- 91 VENABLES, E. 1974 'Placement problems in part-time Engineering Courses' Op.cit.
- 92 VAN DER EYKEN, W. 1975 'Success in Craft and Technician Courses' Op.cit.
- 93 WEIR, A.D. 1974 'Selecting Craft and Technician Apprentices' Op.cit.
- 94 ASHTON, G.L. 1965 Op.cit.
- 95 BENNETT, Y. 1970 'The Education of Mechanical Engineering Technicians and the Haslegrave Report', Vocational Aspect, Vol.22, 1970, pp.53-56.
- 96 MOORE, B.M. 1969 Op.cit.
- 97 MINISTRY OF EDUCATION/NACEIC 1959 Op.cit.
- 98 MANSELL, J. 1974 'Team-teaching in Further Education', Educational Research, November 1974, NFER.
- 99 VENABLES, E. 1967 The Young Worker at College. Op.cit.
- 100 TOLLEY, G. 1979 Further Education: Challenge and Response. Paper presented to the North of England Education Conference, 3rd January 1979.

- 101 STEVENS, R.A.W. 1977 Some models of industrial motivation and their relevance to the day-release student. Dissertation, Garnett College.
- 102 MANSELL, J. 1974 Op.cit.
- 103 Ibid.
- 104 VENABLES, E. 1967 The Young Worker at College. Op.cit.
- 105 See, for example, TOLLY, G. 1979 Further Education: Challenge & Response. Op.cit.
DEASEY, A.J. 1977 An examination of the development of the curricula of a local Further Education college, 1963-76, with particular reference to engineering studies. Dissertation, Garnett College.
- 106 VENABLES, E. 1967 The Young Worker at College. Op.cit.
- 107 MANSELL, J. 1974 Op.cit.
- 108 VENABLES, E. 1967 The Young Worker at College. Op.cit.
- 109 MOORE, B.M. 1969 Block or day release? Op.cit.
- 110 VENABLES, E. 1967 The Young Worker at College. Op.cit., Part III
- 111 KANETI BARRY, S.M. 1974 Engineering craft studies: monitoring a new syllabus. NFER.
- 112 VENABLES, E. 1967 The Young Worker at College. Op.cit., Part III, p.139.
- 113 BURY, M.O. 1971 'What Industry wants from the Schools' Education, Vol. 148, July 1971, pp. 41/2.
- 114 MANSELL, J. 1974 Op.cit.
- 115 YOUNGMAN, J. 1967 'The Part-time Student: a personal viewpoint', Technical Education and Industrial Training, Vol. 9, No.9, September 1967, p.389.
- 116 SMART, A.G. 1973 A survey of the attitudes of students and staff at Aberdeen Technical College towards the place of General Studies in technical training courses. M.Ed. Thesis, Aberdeen.
- 117 ABEL, R.A. 1962 'The attitudes of part-time day release students', Educational Research, 4, Feb. 1962, p.140/147.
- 118 MANSELL, J. 1974 Op.cit.
- 119 RUDLING, J.R. 1971 'Success for Block Release Students', Education, 138, August 1971, p.88.
- 120 HOLT, M. 1978 in Research Perspectives in the Transition from School to Work, Ed. G. Neave. Op.cit.
- 121 SWEENEY, D. 1973 'The Vanishing Apprentice', Education and Training, Vol.15, No.8/9, p.297/298.
- 122 VENABLES, E. 1974 Placement problems in part-time Engineering Courses. Op.cit.
- 123 See, for example,
VENABLES, E. 1974 Placement problems in part-time Engineering Courses. Op.cit., p.45.
MANSELL, J. 1974 Op.cit.
- 124 MANSELL, J. 1974 Op.cit.
- 125 MINISTRY OF EDUCATION 1945 Youth's Opportunity: Further Education in County Colleges. Pamphlet No.3. HMSO.
- 126 HUNT, C.H. and SMART, S.S. 1964 'Is day release the pattern for the future?' Technical Journal, April 1964.

- 127 CRABTREE, D. 1978 A survey of the attitudes of students and their employers towards full-time and part-time attendance on courses leading to the Institute of Incorporated Photographers' vocational qualifications. Dissertation, Garnett College.
- 128 Ibid.
- 129 ASHTON, G.L. 1965 Op.cit.
- 130 LEE, M.J. 1975 'Neglected Territory: the Regional Factor in Further Education' in Learning and Earning. NFER.
- 131 CHERRY, N. 1975 Op.cit.
- 132 LEE, D.J. 1975 Op.cit.
- 133 VENABLES, E. 1974 The Reserve of Ability in Part-time Technical College Courses. Op.cit.
- 134 Ibid.
- 135 LEE, D.J. 1975 Op.cit.
- 136 VENABLES, E. 1974 The Reserve of Ability in Part-time Technical College Courses. Op.cit.
- 137 MOORE, B.M. 1969 Op.cit.
- 138 ALLAN, A.Q. and HIGGINS, I.S. 1964 'Block release and day release: a comparison', Technical Education, Vol.6, No.10, October 1964, pp. 492/495.
- 139 MOORE, B.M. 1969 Op.cit.
- 140 Ibid.
- 141 Discussion with Professor R. Johnson of TSD.
- 142 See, for example,
JONES, L. and WYLIE, A 1975 'Methods of study: a cost comparison' Education and Training, March 1975, p. 52/53.
MORRIS, V. and ZIDERMAN, A. 1971 Economic Trends, No.211, May 1971.

Chapter 9

- 1 WILLIAMS, G. 1963 Apprenticeship in Europe. Chapman & Hall
- 2 MERRITT, N. and YATES, A.H. 1974 Compulsory part-time education in West Germany. Coombe Lodge Paper.
- 3 WILLIAMS, G. 1963 Op.cit.
- 4 SINGER, E.J. and MacDONALD, I.D. 1970 Is apprenticeship outdated? IPM

LIST OF F.E.U. PUBLICATIONS

<u>Title</u>	<u>Date Published</u>
Experience, Reflection, Learning - Suggestions for Organisers of Schemes of Unified Vocational Preparation	April 1978
Annual Report 1977-78	June 1978
Postal Survey of FE Provision for the Young Unemployed 1977	June 1978
Annual Report 1978-79	June 1979
A Basis for Choice - Report of a Study Group on Post-16 Pre-Employment Courses	June 1979
Supporting YOP - Suggestions for Colleges Involved in the Youth Opportunities Programme	June 1979
Active Learning: A Guide - to Current Practice in Experiential and Participatory Learning	December 1979
Active Learning: A Register - of Experiential and Participatory Learning. Part 1 and Part 2	December 1979
Developing Social and Life Skills - Strategies for Tutors	January 1980
Day Release - A Desk Study	January 1980
Loud and Clear? - Summary of a Study of Curriculum Dissemination in Further and Higher Education	January 1980